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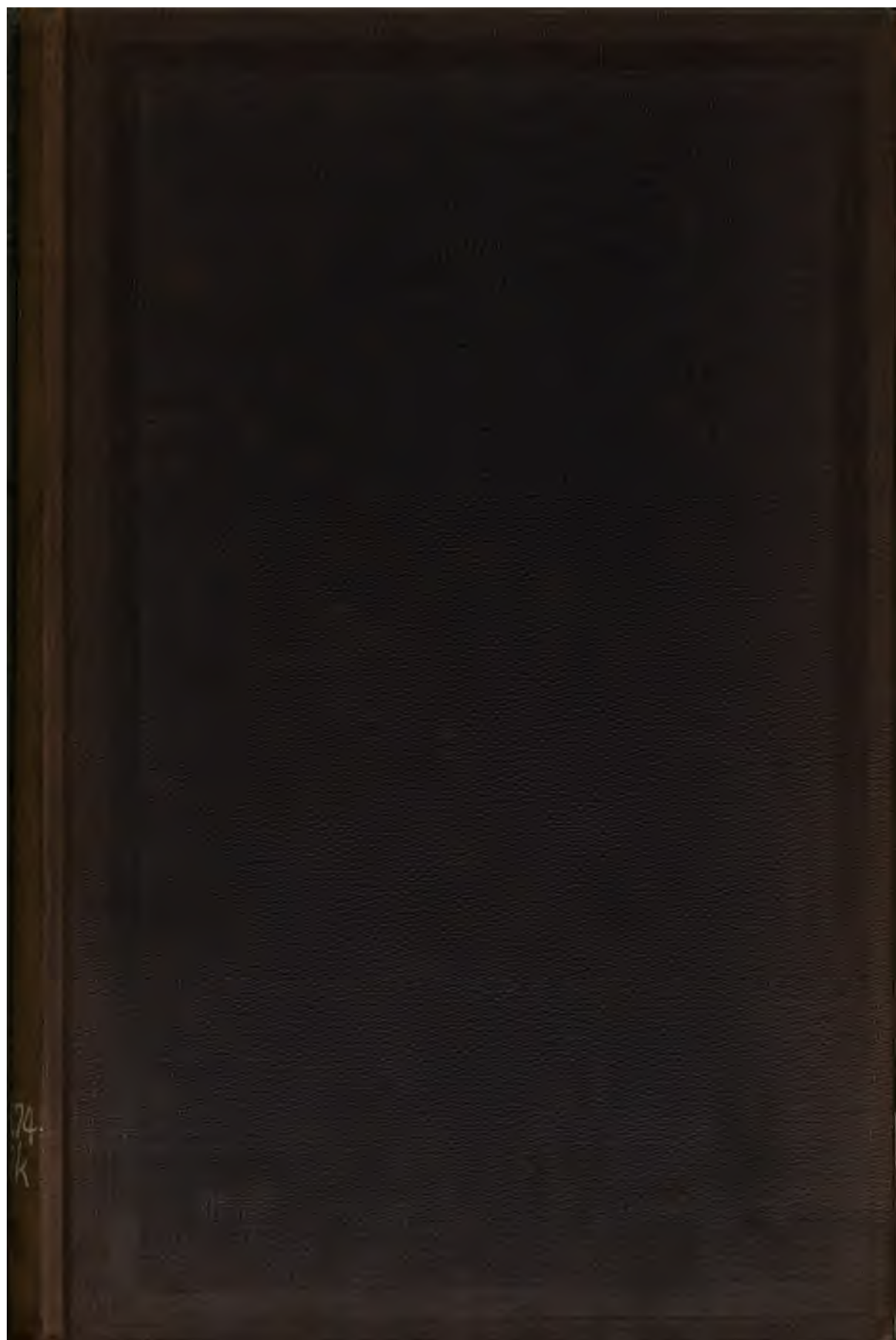
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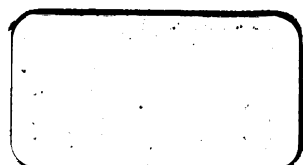
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PROCEEDINGS

OF THE

TWELFTH ANNIVERSARY

OF THE

UNIVERSITY CONVOCATION

OF THE

STATE OF NEW YORK,

HELD JULY 6TH, 7TH AND 8TH, 1875.

CUBBERLEY LIBRARY

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1875.

C

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(Ex-officio.)

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presiding.*
SAMUEL B. WOOLWORTH, LL. D., *Secretary.*
DANIEL J. PRATT, PH. D., *Assistant Secretary.*

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For the Year 1874-75.

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THE UNIVERSITY CONVOCATION

OF THE

STATE OF NEW YORK.

I. SKETCH OF ITS ORIGIN, OBJECTS AND PLAN.

[Reprinted from the Proceedings of former years, by direction of the Convocation.]

At a meeting of the Regents of the University, held on the 9th day of January, 1863, the reports of colleges and academies, and their mutual relations, being under consideration, the following resolution was unanimously adopted:

Resolved, That it is expedient to hold annually, under the direction of this Board, a meeting of officers of colleges and academies, and that a committee be appointed to draft a programme of business for the proposed meeting, to fix the time and place, and to make such other arrangements as they may deem necessary.

The committee of arrangements on the part of the Regents were Chancellor Pruyn, Governor Seymour, Mr. Benedict, Mr. Hawley, Mr. Clinton, Mr. Perkins and Secretary Woolworth.

The meeting was held according to appointment, on the 4th and 5th days of August, 1863. Chancellor Pruyn briefly stated the objects entertained by the Regents, which were mainly "to consider the mutual relations of colleges and academies, and to promote, as largely as possible, the cause of liberal education in our State. While it is a part of the duty of the Regents of the University to visit the fourteen* literary colleges and more than two hundred academies subject to their supervision, it is obvious that this cannot be done as frequently as desirable, and that some such method as is now proposed, whereby teachers may compare views with each other, and with the Regents, and discuss methods of instruction and general modes of procedure, is alike practicable and necessary.

"A law enacted more than three-fourths of a century ago was cited, by which the University was organized and clothed with powers

* Now twenty-three (1875).

similar to those held by the Universities of Cambridge and Oxford, in England. The University of the State of New York, though generally regarded as a legal fiction, is, in truth, a grand reality. The numerous institutions of which it is composed, are not, indeed, as in England, crowded into a single city, but are scattered, for popular convenience, over the entire State. It is hoped that the present meeting will more fully develop this fact, in accordance with which the officers of colleges and academies now convened are cordially welcomed as members of a great State University. It is also confidently expected that the deliberations now inaugurated will result in the more intimate alliance and coöperation of the various institutions holding chartered rights under the Regents of the University."

The Chancellor and Secretary of the Regents were, on motion, duly elected presiding and recording officers of the meeting. A committee, subsequently made permanent for the year and designated as the executive committee, was appointed by the Chancellor to prepare an order of proceedings. Among other recommendations of the committee, the following were submitted and unanimously adopted :

The Regents of the University of this State have called the present meeting of the officers of the colleges and academies subject to their visitation, for the purpose of mutual consultation respecting the cause of education, especially in the higher departments. It becomes a question of interest whether this convention shall assume a permanent form, and meet at stated intervals, either annually, biennially or triennially. In the opinion of the committee, it seems eminently desirable that the Regents and the instructors in the colleges and academies should thus meet, with reference to the attainment of the following objects :

1st. To secure a better acquaintance among those engaged in these departments of instruction, with each other and with the Regents.

2d. To secure an interchange of opinions on the best methods of instruction in both colleges and academies ; and, as a consequence,

3d. To advance the standard of education throughout the State.

4th. To adopt such common rules as may seem best fitted to promote the harmonious workings of the State system of education.

5th. To consult and coöperate with the Regents in devising and executing such plans of education as the advanced state of the population may demand.

6th. To exert a direct influence upon the people and the Legislature of the State, personally and through the press, so as to secure such an appreciation of a thorough system of education, together with such pecuniary aid and legislative enactments, as will place the institutions here represented in a position worthy of the population and resources of the State.

And for the attainment of these objects, the committee recommend the adoption of the following resolutions:

Resolved, That this meeting of officers of colleges and academies be hereafter known and designated as "The University Convocation of the State of New York."

Resolved, That the members of this Convocation shall embrace,

1. The members of the Board of Regents.

2. All instructors in colleges, normal schools, academies and higher departments of public schools that are subject to the visitation of the Regents, and (by amendment of 1868) the trustees of all such institutions.

3. The president, first vice-president, and the recording and corresponding secretaries of the New York State Teachers' Association.

Resolved, That the Chancellor and Secretary of the Board of Regents shall act severally as the presiding officer and permanent secretary of the Convocation.

Resolved, That the meeting of this Convocation shall be held annually, in the city of Albany, on the first Tuesday in August [see *amendment*], at 10 o'clock, A. M., unless otherwise appointed by the Board of Regents. [*Amended*, in 1873, as to the time of meeting, by making it the first Tuesday after the Fourth of July, except when the Fourth occurs on Monday, in which case it shall be the second Tuesday thereafter, and in 1875, by substituting *Wednesday* for "Tuesday."

Resolved, That at each annual Convocation the Chancellor shall announce the appointment, by the Regents, of an executive committee of seven members, who shall meet during the recess of the Convocation, at such time and place as the Regents may direct, with authority to transact business connected with its general object.

At the fourth anniversary, held August 6th, 7th and 8th, 1867, it was

Resolved, That the Regents be requested to invite the attendance of representatives of colleges of other States at future anniversaries of the Convocation.

At the fifth anniversary, held August 4th, 5th and 6th, 1868, the following resolutions were unanimously adopted:

Resolved, That there be appointed by the Chancellor, at each annual meeting, a committee of necrology, to consist of three persons.

Resolved, That it shall be the duty of each member of the Convocation to notify the chairman of the committee of necrology of the decease of members occurring in their immediate neighborhood or circle of acquaintance, as an assistance to the preparation of their report.

Resolved, That the secretary publish, with the report of each year's proceedings, the original resolutions of 1863, as they are or may be from time to time amended, together with the two foregoing, as a means of better informing the members of the Convocation in regard to its nature, and the purposes of its organization.

II. MINUTES OF THE TWELFTH ANNIVERSARY, JULY 6, 7, AND 8, 1875.

The sessions of the twelfth anniversary of the University Convocation of the State of New York, were held at the Assembly Chamber of the Capitol, in the city of Albany, beginning on Tuesday, July 6th, at 10:30 A. M., and ending on Thursday, July 8th, at 1 P. M.

Chancellor Pruyn, as President *ex officio*, called the Convocation to order, and Warden Fairbairn, of St. Stephen's College, led the assembly in the use of the Lord's Prayer.

Chancellor Pruyn then addressed the Convocation, as follows :

It will, I am sure, gratify the members of the Convocation to know that the correspondence and proceedings of the Executive committee show an interest in this meeting, which much exceeds that of former years ; and we have good reason to believe that the papers to be read and discussed will present many matters, the subject of earnest thought and of marked importance.

During the last year the cause of education has made good progress, and many of our colleges and other institutions of learning have received increased endowments. The opening at the Cornell University of a College for Women, the liberal gift of Mr. Henry W. Sage, is one of the most marked events of the year, and this attempt at the co-education of the sexes, will, no doubt, be watched with great interest. While the cause of learning is thus advancing, we have as a Nation just entered upon a most interesting period of our history — one which calls for our best thought, how to improve it.

A century has elapsed since the struggle commenced which resulted in our independence — a struggle great not only in its circumstances but great in its results.

Already we have had stirring celebrations of important events, one of which led to a most gratifying and cordial exhibition of good feeling between people of the North and of the South, showing that the last great struggle of our country had but strengthened and intensified the results of the first.

While these events have occurred elsewhere, it remains for New York to celebrate in a becoming manner the great event of the Revolution, that which turned what had almost become despair into more than hope, that which marked our strength and showed our ability to use it — that which, as it brought us recognition and aid from other powers, in the end effectually secured our triumph.

Massachusetts has its Lexington and its Bunker Hill, and we honor them ; but New York has its Saratoga. Let us honor it.

The great work commenced in Massachusetts, but it was accomplished in New York—guided by the consummate prudence and the great ability of that distinguished man, true representative of our early days, whose elevated character and great influence on the events of his day remain to be fully appreciated—Major-General Philip Schuyler.

Gathered as we are from all parts of the State, and warmly interested as we are not only in its literature but in its history, I suggest that it will be not inappropriate for us to request the Legislature of this State to provide in a manner worthy of the commonwealth and of the occasion, for the celebration of the great battle of the Revolution. Not in the spirit of pride or vain glory—not in the spirit of power—but with sincere thankfulness to Almighty God that on the soil of this State the great blow was struck which was so largely the means of securing free institutions to mankind.

In the name of the Regents of the University I cordially welcome you to this meeting, and earnestly hope that the best results may follow what we do.

Prof. Edward North, L. H. D., of Hamilton College, as Chairman of the Executive Committee, reported the order of exercises for the day, and addressed the Convocation in the following words:

Mr. Chancellor and Gentlemen of the University—The twelfth anniversary of our Convocation again brings us together from our separate fields of labor and our several trusts to this annual congress of educators and men charged with the oversight of educational interests. We come together in the capitol of the State. We leave behind us, it is to be hoped, all cares, ambitions, and sympathies that are merely local. We assemble as a brotherhood of scholars, teachers and friends of good teaching, on the common platform of liberal culture. We are here drawn together and held in sympathy by that common vinculum which Cicero speaks of as uniting all the scholarly arts. Here we meet in a sort of intellectual exchange, where doubters and questioners may have their doubts removed and their questions answered; where the timid and discouraged may be inspired with new enthusiasm for the great work before them; where the young delight in bestowing honors upon their elders, and veteran scholars rejoice in the laurels won by their juniors. It is here that teachers who have been drawn toward each other by the study of good books well written, or the fame of different works well done, form lasting friendships and learn to love each other for the finer qualities of personal worth.

It is here that teachers who have proved their skill and magnified their office in narrow fields, are introduced to higher positions and larger rewards. Since the birth of our Convocation, the number of colleges in this State has increased from fourteen to twenty-three.

The older institutions, as well as the new, are rapidly gaining in strength, in favor with the public, and in the means of instruction and usefulness.

It is easy to see that something of good has been accomplished

by our meetings and discussions from year to year. We have come to have a better knowledge of each other. We have found new points of agreement, sympathy and fraternal co-operation. Old prejudices have been removed. Gulfs of alienation have been filled up or bridged over.

Improved methods of instruction and discipline have become a common possession of all who share in our deliberations. The bounty of the State has enabled us to make valuable contributions to the permanent literature of the teacher's profession, and to place on record important chapters in the early history of our educational system. The printed necrology of our Convocation has historical value and durable interest.

We can now see with a clearer vision and a more heroic purpose, much that remains for us to undertake in the future. Here we are to establish more fully the harmony of classical and scientific studies, the harmony of intellectual activity and physical robustness. Here the questions of compulsory education, and co-education, and plans for the more complete unifying of our educational system call for careful and skillful treatment.

At our first Convocation, the attendance was small and the papers were few. Now, the Executive Committee are perplexed and embarrassed with the wealth of valuable thought and experience that waits to be presented. We meet during the last year of the first century of our republic, and it becomes us to consider whether it is not incumbent upon us, as officers of the higher institutions of learning in our State, to see to it that they are suitably represented in the centennial celebration of 1876.

All things considered, it may be fairly claimed that we have impressed the public with the conviction that the University of the State of New York, under the direction of its accomplished and vigilant Chancellor, its able, hard-working secretaries, and its honored regents, is a robust reality and a power wisely administered for the advancement of higher education.

In view of what we have done in the past, we may fairly claim to have fulfilled the prophesy uttered by Regent George W. Clinton at our first Convocation:

"The Regents, to a man, have the hope of assurance that there will henceforth be an annual meeting of the University; that the Board of Regents, strengthening you and strengthened by you, will henceforth be the head of a real, living, glorious institution, and not mere visitors of the academies and colleges, and distributors of the bounty of the State. Our chief educators and men of science are no longer scattered and disunited: they are members of the University, components of a genial constellation; respected, not merely in narrow circles, but by the broad public. Henceforth they must enjoy that respect and exert that influence, which naught but open union can bestow. Exerting that energy which is the fruit of union, education will be improved in all its branches; and our University, thanks to the Highest, will open new and perennial fountains to fertilize the State and bless mankind."

We miss to-day the presence of some who were with us in our early convocations. We miss the executive vigor and courtesy of John N. Campbell. We miss the exact scholarship, the unquenchable, magnetic enthusiasm of Gulian O. Verplanck. We miss the stirring appeals of Samuel W. Fisher. We miss the towering form, the rare good sense and great heart of James McNaughton. We miss the patriarchal dignity of Isaac Ferris. We miss the hearty companionship and prompt help of Henry N. Pohlman. These and others we sadly miss to-day. Yet they are not wholly and forever lost. Their memory is with us as a quickening inspiration and a precious inheritance. The good words they have spoken are not forgotten.

"Kind words, remembered voices once so sweet;
And features, the great soul's apparent seat,
All shall come back."

Miss Kate M. Thomas, of Fort Plain Seminary, read "A Plea for Elocution in the Academy," of which the following is an outline:

(A). Erroneous opinions in regard to the propriety and necessity of the study.

1. The ability to read and speak well is a gift of nature, like poetry, bestowed only upon a favored few, hence cannot be cultivated by the many.

2. It is freely bestowed upon all, hence needs no special attention.

3. Elocutionary culture is necessary, but proficiency may be attained in a few weeks or months of study.

(B). The academy ought to give special attention to this subject, for the following reasons:

1. A large percentage of its students is drawn from the common schools, where the rudiments of this branch are very imperfectly taught, and an academic course is late enough to correct bad habits which have grown and strengthened with the pupil.

2. It is conducive to health, as it furnishes an agreeable change, consequently a rest from those studies which require closer mental application, while its practice is highly beneficial.

3. It is a means of cultivating the taste for the best writers, both of prose and poetry, while at the same time it may be made an efficient aid to composition.

4. It is a means of cultivating habits of observation.

5. It will pay, especially for ladies, to study it as an accomplishment.

Principal Homer B. Sprague, A. M., of Adelphi Academy, Brooklyn, read a paper entitled "A method of Teaching Gesture in Elocution."

After briefly criticising the treatises on elocution as not presenting the true philosophy of gesture, he proceeded to lay down a new classification. He insisted that at the bottom there are but three kinds, viz.: Gestures of place, answering the question *where?* of imitation, answering the question *how?* and of emphasis, answering the question *how much?* He explains the sequence and develop-

ment of gestures of place, thus : First, a conception of the object or the act as existing, or imagined to exist in some *place* ; instantly, next the eye glances thitherward, then the face turns, and perhaps the whole body in that direction, then the hand is extended to point out, and last, when fit words are chosen, the voice names or alludes to the object. A small object is singled out with the index finger ; a larger object by the whole hand ; a still larger by a wave of the hand. An object occupying the whole field of vision may be located by both hands. Several applications of this principle were pointed out ; as, of objects in motion ; time is spoken of under images of space ; moral and abstract qualities are assigned a local habitation and a name. Certain cautions against redundancy and against a total lack of gestures were added. In like manner, he gave the genesis and application of the principles of *imitation* and *emphasis*, with cautions to be observed.

The frequent combination of these kinds of gestures was explained. All these points were illustrated by quotations and examples of the great orators.

The subject of the two papers already read was discussed by Regent Robert S. Hale, who, while agreeing in the main with the views so well expressed, thought there were certain limitations to be observed. Elocution may be taught so far as the matter of enunciation is concerned, but there is great danger of training scholars to mechanical and imitative styles of elocution. Gesture is not properly to be taught, but may be to some extent regulated. Each one's gesticulation is peculiar to himself, and what would be appropriate in one person would be quite the reverse in another.

Chancellor Haven, of the Syracuse University, said :

I would not ask a moment of your valuable time, but for what I consider the importance of one thought, that may be added to the admirable essay on gesture. Much of the gesticulation of an earnest speaker is instinctive, and is not designed to be significant. It is simply a relief to his own body. An eminent speaker once informed me that he was in childhood a confirmed stammerer. He found that he could compel his vocal apparatus to act by gestures, which seemed to call off his attention from his speech and allow it to flow. A man of active physical habit could not possibly address a large audience in the open air while standing still ; he must move or tire his throat and exhaust his strength. There should then a fourth object of gesture be added to the analysis given in the essay, to wit : to give easy and harmonious action to the mental faculties and vocal exercise of the speaker.

And now with regard to the first essay — on Elocution — allow me to suggest that the great reason for its study is subjective — that is, to benefit the reader or speaker. He needs proper voice and intonation to bring out, even to his own mind, the mind of an author.

Principal J. C. Gallup, of the Houghton Seminary, at Clinton, said :

Mr. Chancellor, — Allow me to venture the suggestion that the remarks of the two gentlemen who have just spoken, only prove the truth and force of the position of Miss Thomas, that training in elocution should begin at an early age. I am convinced that very much of the awkwardness with which we are familiar and of which Principal Sprague has given such amusing illustrations, is the result of the utter neglect of this important accomplishment, until the muscular machinery has lost its flexibility. I have been greatly interested in both the papers, and while in the presence of Principal Sprague, I hardly dare move my hand lest I too illustrate my own position. I am sure that if during the flexibility of youth a lad is taught these rules of gesticulation, that which at the time was artificial and mechanical, will soon, by practice, become the ease and grace of nature.

Principal John E. Bradley, A. M., of the Albany High School, read a paper on "School Incentives."

This is a subject of the greatest practical importance. No teacher can afford to neglect it. But it is environed with difficulties. On the one hand is the necessity of providing some worthy motive of sufficient force to overcome the natural indolence of the pupil; on the other hand, is the danger of excessive stimulation, unworthy motive and bitter rivalries. Notwithstanding the difficulties of the case, some stimulus must be supplied and steadily and judiciously presented. All the different varieties of school incentives in common use were considered, and a marking and merit roll system shown to be best adapted to encourage and incite the whole class. The advantages of this method were discussed somewhat fully, and it was shown to be free from most of the objections and dangers to which other incentives are liable. The great success and usefulness which have attended the Preliminary Academic examinations under the direction of the Board of Regents, prove that similar examinations of a higher grade among the colleges and academies would be productive of great good.

Instructor R. S. Bosworth, of the Hungerford Collegiate Institute, discussed Principal Bradley's paper, thus :

While heartily indorsing the *merit roll* as a better incentive to the student than *prizes*, or even *examinations for promotion*, I would remind my brother teachers that there are higher motives than any of these, incentives that should never be lost sight of; for the student who is such merely to gain a reward, or for honor, or for love of approbation, is after all no real student. Unless he pursue a science for the love of it, or from a sense of duty to himself, his fellow men and his God, he occupies a much lower place than he ought. Therefore a good teacher, keeping this in mind, will on

every suitable occasion show the pupil the uses of his study, point out its connection with things in which he is interested; if he is studying Botany, for instance, he will show him that it is not merely a mastery of a mass of hard names, but must exhibit to him clearer views of the Creator's plan in the vegetable world. Then he will no longer call it a dry study, but may become greatly interested in tracing out this plan. So in all other branches; the connection they have with the wants of every day life and the higher emotions of the soul should be so suitably impressed upon the student that he will acquire the strongest incentive of all, viz. : a love for his work

Principal Alonzo Flack, Ph. D., of the Claverack Academy and H. R. Institute, as chairman of the committee appointed by the last Convocation "to make arrangements for an Inter-Academic Rhetorical Contest in this State, and report to the Convocation of 1875," submitted the following report:

INTER-ACADEMIC RHETORICAL CONTEST.

The committee to whom was referred the subject of the "Inter-Academic Rhetorical Contest," would respectfully report :

After consultation they thought best to have a competitive contest, July 6, 1875, with your permission.

They prepared the following circular, constitution and by-laws, and nominated the judges of award :

The committee appointed by the Convocation, July 8, 1874, to make arrangements for an "Inter-Academic Rhetorical Contest," report the following constitution, by-laws and regulations, and appoint the gentlemen named below as judges of awards, also name the time and place of the first meeting.

The committee have consulted with a number of the officers and members of the Convocation, in preparing this report, and present this as the result of their best judgment for the first contest.

The committee's powers will cease when at the annual meeting an executive committee shall be elected to prepare a programme for another year. Your committee hope that competitive examinations will then become a part of the exercises.

Each principal is left entirely to his own judgment, as to the method of selecting competitors. If no other plan is deemed preferable, a competition among the members of the school is recommended, and that the best speaker, reader or writer be selected for the Inter-Academic Contest.

The principal of any academy, or academic department of a Union school, subject to the visitation of the Regents, may become a member of the Inter-Academic Literary Union, by sending his assent to the constitution and by-laws to the chairman of the Convocation committee before the 15th day of March, 1875.

Institutions joining the Union after March 15th, will not be entitled to compete this year.

Principal ALONZO FLACK, Claverack, N. Y.,
Chairman.
 Principal JOHN E. BRADLEY, Albany, N. Y.,
Secretary.
 Principal JAMES S. GARDNER, Whitestown, N. Y.,
 Principal ALBERT B. WATKINS, Adams, N. Y.
 Principal NOAH T. CLARKE, Canandaigua, N. Y.
 Principal LEVI D. MILLER, Bath, N. Y.
 Principal WINFIELD S. SMYTH, Cazenovia, N. Y.
Committee.

CONSTITUTION.

ARTICLE I.

This Union shall be called the "INTER-ACADEMIC LITERARY UNION" OF THE STATE OF NEW YORK, and shall be composed of such Academies and Academic departments of Union Schools, subject to the visitation of the Regents, as indicate their assent to this Constitution and By-Laws.

ARTICLE II.

The object of this Union shall be to encourage Competitive Literary Exercises and Examinations, the results of which shall be publicly announced at the annual Exhibition at Albany, on the first Tuesday evening of July.

ARTICLE III.

The officers of the Union shall consist of a President, five Vice-Presidents, a Secretary, Treasurer, and an Executive Committee of seven, whose duties shall be those usually belonging to such offices.

ARTICLE IV.

The annual meeting of the Union shall be held in the State Library, Albany, N. Y., at 8 o'clock A. M. of the first Wednesday of July. The Principal of each Institution belonging to the Union shall have a vote. The officers shall be elected at each annual meeting, and shall hold office until their successors are elected.

ARTICLE V.

Special meetings of the Union shall be called by the President on the application of one-fourth the members of the Union.

ARTICLE VI.

The Committee appointed by the Convocation shall manage the affairs of the Union until the first annual meeting.

ARTICLE VII.

This Constitution may be amended at any annual meeting by a vote of two-thirds of the members present.

BY-LAWS.

I.

Two Contestants — one Gentleman and one Lady — may be chosen by each Institution belonging to the Union in which both sexes are taught, and one by each Institution where only one sex is taught. If too large a number of contestants present themselves, the Committee shall have power to reduce the number.

II.

Three awards of honor and three honorable mentions shall be made by the judges for the best six recitations by gentlemen, and three awards of honor and three honorable mentions for the best six readings by ladies.

III.

Each recitation and reading shall be a selection (at the *first* contest), and shall not exceed six minutes in delivery.

IV.

The Judges shall be chosen by the Convocation Committee, from men of literary eminence, who are not officers or instructors in any of the Institutions competing.

The Convocation Committee will arrange for Competitive Essay Writing, governed by the following rules:

I. Each Institution belonging to the Union may select two representatives to present written essays.

II. Three Judges shall be chosen by the Convocation Committee, who shall propose three subjects and make three awards of honor and three honorable mentions for the best six essays. These judges shall determine the length of the essay, the time when it shall be handed in, and make a report at Tweddle Hall, Albany, July 6th, 1875.

The following gentlemen have been chosen judges of Recitations and Readings:

Governor SAMUEL J. TILDEN.

ANSON J. UPSON, D. D.

Hon. THEO. MILLER, Judge of Court of Appeals.

CHARLES E. SMITH, Editor Albany Evening Journal.
EDWARD CARY, Editor New York Times.
DANIEL MANNING, Editor Albany Argus.

The following gentlemen have been chosen judges of Essays:

Ex-Gov. JOHN T. HOFFMAN, Albany.
Professor H. A. WILSON, Saratoga Spa.
Judge JOHN C. NEWKIRK, Hudson.

The foregoing Circular, Constitution and By-Laws was sent to each of the Academies and Union Schools under the Board of Regents in the State.

Thirty-three Academies and Union Schools in about equal numbers joined the Inter-Academic Union, viz.:

Albany High School.
Claverack Academy and Hudson River Institute.
Whitestown Seminary.
Bainbridge Academy.
Hungerford Collegiate Institute.
Canandaigua Academy.
Sauquoit Academy.
Norwich Academy and Union Free School.
Cazenovia Seminary.
Nunda Academy.
Westfield Academy and Union School.
Fairfield Academy.
Saratoga Springs Union School.
Adelphi Academy.
Forestville Free Academy.
Hartwick Seminary.
Waterville Union School.
Kingston Academy.
Angola Union School.
Le Roy Academic Institute.
Chester Union School.
Lockport Union School.
Holland Patent Union School.
Fort Plain Seminary.
Troy Academy.
Seneca Falls Educational District.
West Hebron Union Free School.
Pulaski Academy.
Montgomery Academy.
Schoharie Academy.
Corning Free Academy.
Fort Edward Collegiate Institute.
Haverling Union School, Bath.

Between the middle of March and last of April, the committee sent to the foregoing thirty-three Academies and Union Schools the following circular-letter:

DEAR SIR: Your letter containing your assent to Constitution and By-Laws of the INTER-ACADEMIC UNION has been received and you are hereby notified that you are at liberty and will be expected to be represented at the "Inter-Academic Contest" at Albany, July 6, 1875.

As soon as you have elected the contestants, please send to the Chairman of the Committee the following items of information:

1st, Name in full. 2d, Age. 3d, Post Office Address, County and State in full. 4th, Name of Institution. 5th, Length of time each contestant has studied Higher English, Classics or Modern Languages.

These items must be sent to the Chairman of the Committee by 1st of June. Only pupils attending the Institution this year are eligible as contestants. *Assistant teachers are not eligible.*

All correspondence in regard to recitations and readings should be addressed to

ALONZO FLACK,
Chairman of the Committee, Claverack, N. Y.

ESSAYS FOR INTER-ACADEMIC CONTEST.

The Judges on Essays to be presented at the Inter-Academic Contest at Albany, July 6, 1875, have selected the following Subjects and adopted the following Regulations:

SUBJECTS.

First—Modern Reforms.

Second—True Position of Woman.

Third—Fashion.

RULES.

First—No Essay to exceed one thousand words.

Second—Essays must be in the hands of the Secretary, Prof. H. A. Wilson, before the 1st day of June, 1875.

Third—The Essays should be written on Legal Cap paper in a plain legible hand.

Fourth—Without being more specific the judges would say that the *successful* essays must be characterized by clearness, precision, unity and strength, as well as by correctness in orthography, punctuation, and the use of capital letters.

Fifth—Each Essay must be sent without the name or other mark to designate the author. The name of the author and the subject of essay being in a sealed envelope accompanying said essay.

Sixth—The Essays and all correspondence and inquiries in regard to them should be sent to the Secretary of the Judges, Prof. H. A. Wilson, Saratoga Springs, Saratoga County, N. Y.

Sixteen of the Academies and Union Schools that have joined the "Inter-Academic Literary Union" send up fifteen gentlemen contestants to declaim, and twelve lady contestants to read, subject to the foregoing regulations, from the following institutions: Sauquoit Academy, Hartwick Seminary, Fort Edward Institute, Waterville Union School, Adelphi Academy, Corning Free Academy, Claverack Academy and Hudson River Institute, Albany High School, Troy Academy, Whitestown Seminary, Saratoga Spa Union School, Hungerford Collegiate Institute, Fort Plain Seminary, Chester Union School, Bainbridge Academy, Nunda Academy, Pulaski Academy.

Fifteen ladies and gentlemen sent in essays for competition, one upon "Fashion," five upon "Modern Reform," nine upon "The True Position of Woman."

The Committee earnestly recommend for another year, in addition to the competitions of this year, a competitive written examination on at least one subject each in 1. Mathematics above Arithmetic; 2. Natural Science; 3. English Literature or Metaphysics; 4. Modern Languages; 5. Ancient Classics. Judges to be chosen from men of learning in each of these departments of knowledge. The examination can be held in Albany during the Convocation, or the day previous to the Convocation. All of which is respectfully submitted.

ALONZO FLACK,
Chairman of Committee.

The consideration of the foregoing report was laid over for want of time. Thereupon, the Committee invited the Convocation to attend the rhetorical contest at Tweddle Hall, this evening, in place of the usual session, and the invitation was accepted.

Prof. Jesse A. Spencer, D. D., of the College of the City of New York, read a paper on the "Pronunciation of Ancient Greek; shall it be according to accent or according to quantity?"

After some preliminary remarks, asking indulgence of the Convocation for presenting a paper on what may appear to be a rather dry subject, the writer arranges his paper under three heads or divisions:

I. *A Historical Sketch of what may be called the Facts of the Case.* — The Greek language has accents as a peculiarity; have been in use for some fifteen centuries. Ancient Greek must have been pronounced on some system. Prof. Sophocles quoted. He holds that Greek, as late as Constantine and sixth century, A. D., was ancient Greek, properly speaking. From the twelfth century onward the Ancient Greek was unknown to the masses, and the Roman or Modern Greek prevailed. After the taking of Constantinople (1453) Greeks emigrated to the west of Europe, and taught Greek with Romaic pronunciation. The Renschlinian and Erasmian systems described and explained. Prof. Blachie, of Edinburg, vigor-

ous advocate of modern Greek system; his statements rather extravagant. Mr. E. M. Goldart, an Oxford man, holds same view as Blachie in his "Modern Greek in its relation to Ancient Greek."

II. *Origin and Uses of Accents in Greek.*—Ordinary historic account obscure and unsatisfactory. Usually ascribed to Aristophanes of Byzantium; supposed to be intended to correct and preserve correct ancient pronunciation; but how? Various authorities given as to what is the true theory of the accents. Mr. Chandler's able work on "Greek Accentuation" quoted here. Greek grammars give rules, but nothing more. One thing plain; accents are in use and cannot be ignored; must be of some value, though just what is not easy to say. Porson's emphatic opinion quoted.

III. *Practical Application and Results of Present Discussion.*—Practice of teachers of Greek various. Some go entirely according to accent, others adopt pronunciation by quantity only. By the former, quantity is ignored in the larger number of cases; by the latter, the accents are rendered virtually of no use. The writer avows his preference for the Erasmian system, and gives reasons. If Greek consisted only of *prose*, accents might seem to claim to be used; but as a large part of ancient Greek is *poetry*, quantity must be attended to. Poetry must be read in accordance with quantitative rhythm. Blachie's notion that accents were only musical marks considered. Efforts of modern Greeks to read Homer and Sophocles metrically by accents not successful. As Greek is not likely to fall into disuse, some uniform system of pronunciation ought to be agreed upon. Reasons why the writer cannot accept modern Greek mode. Discussion of other points not pressed. Anecdote of J. J. Scaliger and an Irish gentleman. Lord Brougham's eulogistic remarks on melody, beauty, etc. of Demosthenes' *De Corona*. Others indulge in similar praise of ancient Greek, but of what avail is it unless pronunciation be settled? Last word,—urging an agreement on this subject of pronouncing ancient Greek.

Trustee Isaac H. Hall, of Rutgers Female College, said:

Without venturing to settle the questions, or taking exception to the general tenor of the paper, he wished to call attention to some facts not generally stated with reference to the *iota*cism. Being accustomed to the works of those who are not so much special Greek scholars as Orientalists, and seeing the *iota*, *eta* and *epsilon* change places continually with each other in very ancient documents, he could not regard it as very new. He could not fail to observe that this same interchange occurs in some dialectic variations in the Greek as we have it, and that we have manuscript authority for spelling sundry proper names with an *eta* or *epsilon*, where the common spelling has an *iota*. And though some Latin analogies seem to testify against the *iota*cism, as perhaps also the Doric dialect in Greek, he could not omit to notice the fact that the Irish pronunciation follows the other Celtic analogies by giving to the

English long *e* the sound proposed by the anti-iotacists for *eta*; and the further fact that in the Syriac writing, the Greek uncial *eta* is used to represent the Semitic *iod* vowel, and has been so used ever since a few centuries later than the Christian era. Nor could he omit the continual transliteration of *eta*, and sometimes of *epsilon*, in Hebrew and Syriac, by *iod*; and that not only in the Hebrew Old Testament Scriptures, but in the Peshito New Testament, and in the later Rabbinites and Talmudists. So that the iotacists have been represented in all the centuries we know, as far back as we can trace. Not to anticipate his own paper on the Cypriote inscriptions, he would say that the iotacists must have lived in Cyprus, too; for in Cypriote the *eta* and *iota* continually change places; and those engaged in deciphering could have made no progress at all had they not recognized this fact, and given full play to their iotacism. He found himself gradually swinging round to a belief in the general correctness of the modern Greek system of pronunciation; at least, to a belief that it belongs to a very ancient school; and that the adoption of its main principles upon the revival of Greek letters in Europe, except such sounds as the Germans were incapable of uttering, was a very natural process, and one whose results it belonged to a rather narrower school to sweep away.

One point about the accents, or rather, versification by accents rather than quantity. According to the anthology of Greek Christian hymns lately published by Christ and Paranikas, the majority of Greek Christian hymns, from at least the third century downward, have been constructed on principles depending upon accent — not necessarily, however, the written accent — and not upon quantity.

Principal Homer B. Sprague would render all honor to thorough investigation in all departments of human knowledge; and yet it seemed to him a waste to spend so much time in class instruction on the comparatively trivial matter of Greek pronunciation.

Professor O'Leary, of Manhattan College, remarked:

It must be obvious to all, that accent can never be our guide in the pronunciation of Greek. Such a standard is borrowed from the pronunciation of contemporaneous Greek, and if we view the course of Romanese tongues, built upon the Latin, we find that the change of structure was the effect of changes of pronunciation, and, consequently, the latter can never be the standard or model.

Principal King, of Fort Edward, was glad to find from the learned essayist that the Greek language — despite the difficulties experienced in pronouncing it — is likely still to be studied in the colleges. For his part, connected with college preparatory work for twenty-five years, and sharing the old-fashioned conservative notion,

that for bringing out the whole weight of the human intellect there is no regimen to be compared for efficiency with the study of Latin and Greek, he had, with painful apprehensions, observed that Greek in the American colleges is getting pushed out of its place by modern languages, "the new learning," and what not. He was sorry this debate about pronunciation could not be settled, so that we might understand definitely what our young men are to be taught. He begged the learned professors not to embarrass the study of Greek with needless difficulties. He was reminded of the illustration used by the scholarly Bryant, in the *Evening Post*, some years ago, when the question was being agitated what man should be chosen for mayor, to succeed a man who was very generally disliked. A lady, of uncertain age, said he, impatient that the coming man did not present himself, in a melancholy frame of mind, went out into the woods to pray to Heaven for a husband. While thus engaged in her devotion, an owl broke in with "To what! to whoo!" The lady, supposing her prayer about to be answered, replied: "Anybody, good Lord, if I can only be relieved from this intolerable condition." He besought the learned professors — unless the republic of letters be a myth — to settle this question in some way.

Professor Docharty, of the College of the City of New York, said:

Mr. Chancellor — I have listened with much interest and pleasure to my colleague's paper on Greek pronunciation. It is now many years, twenty seven, since I taught the classics, and during this period I have read but little, either of Greek or Latin; yet I feel the necessity and importance of these subjects in a curriculum of a liberal education. Dr. Spencer, it seems to me, sir, has followed the truly inductive method in his excellent paper. He first gave us the facts of the case fully and clearly; then, after elucidating the rather perplexed matter of the Greek accents, and their probable origin and value, he discusses the practical application of the facts of the case to the settling upon some uniform system of pronunciation of Ancient Greek by those engaged in teaching it. I confess, sir, to being much struck with Dr. Spencer's remarks in this latter part of his paper. I may say, *Rem tetigit acu*. There ought to be uniformity and agreement upon this subject, and I shall be disappointed if the present paper of the Doctor does not conduce to this result. At any rate, sir, I propose to stand by Dr. Spencer, my colleague, on this question. I believe that he is right, and I am sure the right will ultimately prevail.

Recess until 3:30 P. M.

AFTERNOON SESSION.—THREE AND ONE-HALF O'CLOCK.

Principal William H. Rogers, A. M., of Nunda Academy, read a short paper on "Mental Philosophy in Common Schools." The

paper opened with various illustrations, from which it was declared evident that all knowledge, of both young and old, whether acquired by testimony, sense, or intuition, is equally certain. Any truth well told will be understood, and be also interesting. If these points are well taken, there exists no more antecedent objection to Mental Philosophy in Common Schools, on account of its so-called dryness and abstruseness, than exists against arithmetic and geography, or against spelling, reading and writing, the vestibules of the vast temple of language. Come some author who shall give us the right kind of a book for beginners, and there is but little doubt that the right kind of teachers can vivify this science in our preparatory schools. What more useful subject can be studied, and what can tend more to arouse youth to hunger and thirst for education than to know themselves—the latent and immortal powers with which the creator has endowed them?

Principal Samuel G. Love, A. M., of Jamestown Union School and Collegiate Institute, read a paper on "Practical Education." The several propositions presented, mainly with reference to primary and secondary schools, are as follows:

1. Our schools do not allow sufficient bodily activity.
2. The pupil, from the first, is required to learn and master abstractions conveyed to his mind in abstruse terms.
3. The youth leave our schools with their intellects, their understanding of things, poorly developed.
4. The common schools are justly liable to the charge that they send out their pupils with a small amount of practical knowledge.
5. Our public schools teach no system of morals; in fact, scarcely treat of the subject at all, except as it becomes necessary in the management of refractory pupils.

We need and should have a new curriculum; the course of instruction in the teachers' classes should be enlarged and adapted to the requirements of the new education; and the principles and methods of the Kindergarten should be engrafted upon our common school system.

Principal M. P. Cavert, of Rhinebeck Free Academy, said that if he understood the gentleman, he wished to make one or two criticisms. The gentleman thinks the radical defect of our primary teaching is found in a neglect of the cultivation of the senses. He had himself no objection to the cultivation of the senses. But how are the ideas thus gained to find expression without language? And this we really do not teach. We take it for granted that English-born children have, through the force of that fact, a knowledge of the English language. We should, in the primary school, teach them the use of words in expressing thought, and the failure to do this accounts for the fact that so many, in after years, read words only, and not thoughts, on the printed page. Again, the gentleman says, "We have no national code of morals." This is a Christian

nation, and has the Christian code of morals. This is not an immoral people. There is no other nation on the face of the earth with so high a state of morals as this American nation.

Principal E. W. Rogers, of the Bainbridge Union School and Academy, read a paper on "Oral Instruction."

Perhaps the very first and most important question that an honest and faithful teacher can ask himself as he purposes to assume the teacher's office, or to enter upon a preparation for it, will be, in what way can I make myself most useful to the youth committed to my care? He who has the true spirit of the teacher, who looks upon the task of moulding the immortal mind and raising man up in the scale of mental and moral worth, who trembles under the responsibility of putting himself forward as an educator, one who looks upon gold as the dross of the earth when compared with that imperishable gem which is to be polished and brought into the bright, clear light of heaven that shines forever, and seeks that highest of all rewards, an approving conscience and an approving God, the spirit that reverences the handiwork of the Creator and acknowledges him in every child committed to his training, will not fail to ask himself earnestly and constantly this one question, and study through all the years he shall remain an instructor to find the correct answer thereto. With the rapid increase of books, each of which is designed to make the study of the branches not only more simple and comprehensible, but at the same time more thorough, it may be well to ask if we are not apt to confine ourselves too much to the text-books, and shun the more laborious field of oral training.

Of all the Greeks, the foremost man in his devotion to education, in general knowledge and in genius, was Aristotle. At the age of seventeen he visited Athens that he might have the advantage of the teachings of Plato, then in the maturity of his master powers. Aristotle's mental activity, rapid advancement and readiness in discussion soon caused Plato to distinguish him as the master mind of his school. Released from his charge as tutor by the death of Philip, he returned to Athens and there established a school of his own. Not in pillared halls or costly edifices, but walking in the garden and the grove, lecturing as he walked, catching inspiration from the voice of nature, here for thirteen years he gave oral instruction daily.

In the educational field to a great extent, the twin sisters Oral Instruction and Object Lessons must ever go hand in hand. This important truth was fully recognized by Ptolemy Soter in the commencement, and by his son Philadelphus in the completion of the famous Alexandrian Museum. The great object of all instruction must ever have as its chief end the wakening up of mind. He who is the most successful in this, will readily be classed as among the best educators of his age. Teachers are beginning to understand as they never before understood since the days of Demosthenes and Cicero, the power of the human voice. Spoken thought is an instrument of great power. Its influence is confined to no sphere of

action, and may be employed for purposes of good or evil. It may be made to minister to the virtue and happiness of the human race, or be an instrument of wrong and untold sorrow. In the school-room, it may inspire the discouraged and flagging scholar with new energy, high hopes and an earnest determination to press forward with an energy that shall overcome all obstacles, surmount all difficulties; or it may quench forever the fire that burns in the mind of some youth who has longed to achieve literary distinction.

From the lack of a well directed oral drill, the text-book becomes a dead letter to the student. Abstract thought, unaccompanied with the incidents of its origin and promulgation, has few attractions except for those who are fond of pure intellections. Even the laws of God when written upon tables of stone were powerless. We are fond of identifying the thoughts uttered with the speaker who uttered them. Place a first-class oral teacher in every primary school in this State, and the time will not be long ere we shall need no Compulsory Educational School Law. Children love to learn. It is a law of their natures. They are close questioners, as many a teacher can attest, and lively disputants, as many a parent will affirm. Give children a pleasant school-room and a pleasant teacher, one who understands their natures and knows how properly to instruct them, and they will learn to love the halls of learning. But if they are to be furnished with musty text-books, hard benches, and still harder lessons, if their only oral instruction is to be scolding, and their only object lesson the rod, who can blame them if they seek the shady grove there to hunt for birds' nests or to angle for speckled beauties. I am glad that this State has recognized in part the necessity of oral training in preparing teachers for their work. The Normal Schools of the old Empire State are sending out a class of teachers who are fast raising higher the standard of education and driving the lifeless drones from the teachers' hive. God speed the Normals in their glorious mission.

Professor Thos. S. Lambert, M. D., LL. D., of Claverack Academy and H. R. Institute, read a paper entitled "Systematic Nomenclature of Decimal Numeration," proposing a new and, as he claims, greatly improved mode of expressing the higher numbers of the decimal series.

Principal Samuel Thurber, A. M., of the Syracuse High School, read a paper on "The Relation of Public High Schools to Colleges," of which the following is an abstract:

In the American educational system, the primary education is provided and directed by the State, while the higher or collegiate education is directed by private and independent corporations. These dissimilar extremes meet in the secondary schools, *i. e.*, the public high schools and the academies, where, consequently, the lack of unity is principally felt. But if our educational arrangements are to constitute indeed a *system*, all the parts must be cor-

related by some single law and unity. At present the high schools sustain a dual character, having to respond to the needs of the primary schools below them and the colleges above them. The work which the high schools have to do in continuance of the course of the common schools is not coincident with the work they have to do in preparation for college. The number of pupils preparing for college is always a small fraction of the number in the schools. These, however, demand a large portion of the time and attention of the teachers. The faculties of the schools rarely suffice for good and thorough work in two departments so dissimilar.

A plan of study is presented, which, with a little modification of the college requirements, could easily, in well-organized high schools, be made to harmonize in one course the college preparation and the general course of the high school. The object aimed at is to bring the high schools into as close and amicable relation to the colleges as they now bear to the common schools. Such a plan is suggested in detail. It is also shown and earnestly insisted that the efficiency of the high school and the scholarship of the college depend on the strict maintenance of a high standard of admission on the part of the colleges. Summary rejection of applicants whose preparation is defective is urged as a reasonable means of elevating the general standard of scholarship.

Professor Cornelius M. O'Leary, M. D. Ph., D., of Manhattan College, read a paper on "Some Points of Scholastic Philosophy in Relation to Modern Science," of which no abstract was furnished.

The Chancellor announced, by request, that the members of the Convocation are invited, as guests of the Inter-Academic Literary Union, to meet in this chamber at 7:15 o'clock this evening, and thence to proceed to Tweddle Hall in a body, to attend the First Inter-Academic Rhetorical Contest, pursuant to the invitation given and accepted this morning.

The Convocation then adjourned to meet to-morrow morning at 10 o'clock.

SECOND DAY.

MORNING SESSION — TEN O'CLOCK.

Dr. North, Chairman of the Executive Committee, called the Convocation to order, after which the usual devotional exercises were conducted by Rev. Dr. Van Rensselaer, of Hobart College.

Trustee Isaac H. Hall, A. M., of Rutgers Female College, read a paper on the "Cypriote Inscriptions."

Mr. Hall first noticed the valuable and unique collection of Cypriote antiquities discovered by Gen. Luigi Palma di Cesnola, on the sites of Citium, Idalium, Golgos and elsewhere in Cyprus, now in the Metropolitan Museum of Art, in New York city, never yet entirely read nor published (but soon to appear in Mr. Hall's contribution on the subject in the next issue of the journal of the American Oriental Society), with a brief account of the various Cypriote inscriptions known, and their location. They amount to something more than one hundred in number, and vary greatly in length and matter. He next gave an account of the various works on the subject, and the progress made in deciphering, by De Luynes, Lang, Smith, Birch, Brandis, Monz Schmidt, Siegismund and Deecke; Mr. Hall's own work beginning where Birch and Brandis left the subject, and being contemporary, and in many respects independent of their successors, with short notice of the amusing failures of Roeth and Helfferick. The key was discovered by George Smith, in a marble tablet, found at Dali, by R. H. Lang, with a bilingual inscription in Phœnician and Cypriote, by a process of which Mr. H. gave an outline, illustrating by a copy of the tablet, and giving an improved translation.

Notice of the successive discoveries of inscription was necessarily interwoven with this part of the subject, particularly of a bilingual tablet, discovered by De Vogue, read by Mr. Hall, and settling thereby two Cypriote characters. He next gave an account of the marked peculiarities of the Cypriote writing, though stating that the time was not come for systematizing its grammar and dialectic peculiarities, or constructing a vocabulary. The language is Greek, with many new words, allied in dialect to the Doric and Arcadian. The characters are syllabic; there is one character for each vowel, with no distinction between long and short vowels; and the other characters represent open syllables; *i. e.*, beginning with a consonant and ending in a vowel. The whole theoretic syllabary is tolerably complete; the number of unknown characters being about equal to the number of syllables wanting to complete the system. No distinction is made between smooth, middle and rough mutes of the same organ; *e. g.*, the same character stands for *ta*, *da*, or *tha*, etc. A consonant is never doubled; there is no sign for the breathings, *n* is systematically omitted in certain cases, and double consonants (with one exception) are resolved into their simple elements. *Eta*, *iota* (and sometimes *epsilon*), frequently change places with each other. There is a set of syllables where *i* occurs as consonant, equivalent to English *y*, or German *j*; and, most remarkable of all, there are three *digamma* syllables, *wa*, *we*, *wo*; though there is evidence that the digamma was disappearing. Rules were also given for joining together consonants in one syllable, and the difficulties of reading shown, which exist even when all the characters are known. The characters of the syllabary were exhibited, with remarks on the origin of the writing, as probably deriving something from the Assyrian, Egyptian, Phœnician and Lycian, and various illustrations and photographs were exhibited. The marks on objects found

by Schleimann on the supposed site of Troy, were declared to be not Cypriote, nor like it; if, indeed, writing at all. Several inscriptions were then explained, among them the principal Cesnola inscription, of which no one has ever ventured to publish an attempt to decipher; and of which Mr. H. did not feel sure altogether of his interpretation. The most important inscription known, the bronze tablet of Dali, found in 1850, and dating probably from 500 to 600 B. C., was also explained, and a translation given — being the first translation ever known to have been made; though Siegmund and Deecke published a commentary on the tablet, which shows that they had ability to translate it. This translation reads as follows:

“The Medes and the inhabitants of Citium, in the year of the Philocyprî that is of Onasagoras, caused the city of the Idalians to swear as follows: King Stasicyprus and the city, the Idalians, commanded Onasilus, of the Onasicyprî, the physician, and his brothers, to heal the men that were wounded in the battle, without compensation; and accordingly the king and the city bound themselves to Onasilus and to his brothers, instead of the compensation and instead of *taukerôn*, [an unknown word meaning ‘*honoraria*,’ or ‘medical services,’ probably], to give from the house of the king and from the city, XI talents of silver; or that instead of these talents of silver, the king and the city would give to Onasilus and to his brothers, from the land of the king which is in the Alpheriatiân sacred inclosure, the tract that is in the marsh that borders on the meadow of Oncas, and all the *terchnia* [another unknown word, meaning some kind of produce or revenue] that come thereon, to have every thing for sale, except the land, without taxes. If any one shall eject Onasilus or his brothers or the sons of the sons of the Onasicyprî from this tract, behold thus: he that ejects shall pay as satisfaction to Onasilus and to his brothers, or to his sons, the aforesaid silver, [to wit,] XI talents of silver. And to Onasilus alone, without the others, his brothers, the king and the city bound themselves to give, instead of *taukerôn*, the compensation of XCVII silver Idalian minæ; or that the king and the city would give to Onasilus, instead of the said silver, from the land of the king, that is the Malanlian plain, the tract that borders Amenias’ meadow, and all the *terchnia* coming thereon, which lies next to the stream of the Drumii and to the priestess of Athene, and to the inclosure which is in the arable land of Simmis, which Diithemis the Aramnean had for a meadow, which lies next to Pasagoras the [son] of Onasagoras, and all the *terchnia* coming thereon, to have them as they come, for general sale, without taxes, except the land. If any one shall eject Onasilus or the sons of Onasilus from the said land in the said inclosure, behold, he that ejects shall pay as satisfaction to Onasilus or to his sons, the aforesaid silver, [to wit,] XCVII silver Idalian minæ. Behold, as to the aforesaid matters of the talents, these words given interchangeably the king and the city have set up in the [temple of] the goddess Athene who is round about Idalium, with mutual oaths not to violate the said agreements, except the land. Whoever shall at any time violate these said agreements, may it become

unholiness to him. These aforesaid lands and these inclosures, the sons of the Onasicypri, and the sons of their sons, who may dwell in the sacred inclosure of Idalium, shall possess forever."

The inscription is engraved on the two sides of a bronze plate, which has a movable ring by which it was hung up in the temple of Athene, according to its own story.

Principal George R. Cutting, A. B., of Waterville Union School, read a paper entitled "A Higher Standard of Rhetorical Excellence in our Academies."

This paper was in response to an invitation to detail the best method of inciting enthusiasm in rhetorical culture. The speaker maintained that experience had proved the society method to be the best. Academies and academic departments of union schools should be divided into two rival societies, the membership being compulsory. As it is a mercantile axiom that "competition is the life of trade," so in rhetorical exercises, an enthusiastic rivalry, generous, well-timed and courteous, is the life of such exercises. If necessary, these societies can be sub-divided into classes for the execution of specific work. These societies should be kept as nearly equal, intellectually and numerically, as possible. If they assume the name of some master mind in literature, this name, more than one would imagine, acts as a talisman to avert lethargy. Inter-communication among the similar societies of sister institutions was strongly urged. Academic societies should be managed, as far as possible, by the members, teachers appearing as advisory rather than dictatory. Thus individuality, as well as society enthusiasm, will be maintained. They should have certain afternoons of each term devoted to public exercises; others to private class drill in reading, composition, criticism and editorial work. The public exercises will always interest and attract the public to the institution. A school enthusiastic in rhetorical culture will make a school-community interested in every department of school culture. Our academies need a revival — some Moody or Sankey in the department of rhetorical culture — to arouse them from their lethargic round of plodding, study. Society public exercises are always long anticipated and will be remembered when the composition days are forgotten. The speaker then pictured one of these society public days as they exist in the Waterville academy, with its programme of orations, recitations, essays, poems, debates, the presentation of a society paper, all enlivened by music; and the room meanwhile being adorned with flowers, etc., by the respective society committees. One society performs the literary part of the programme while its rival acts as critics. These society criticisms always evoke intense interest, abounding in praise as well as censure, never personal, in short, such as would be calculated to improve. A healthy spirit of fraternity underlies this whole system. This spirit of rhetorical competition will inspire friendly contests for individual and society supremacy. Such a word as "failure" becomes, under this system, a tradition. The attendant school enthusiasm subsequently matures into a life

enthusiasm in their respective vocations. Under a competent and impartial teacher, there need be no fear of unpleasant rivalry, and the society system takes no more time than any other. A comparative trial of both systems had demonstrated the society system to be a vast improvement over the old method of "speaking pieces." Rhetorical culture is best calculated to make pupils alive to the progressive thinking of their time. Academic societies combine the good of the college literary societies, without their attendant evils, viz: Their too great number, their exclusive tendency, the inequality of membership, their electioneering contests, and the absence of some experienced mind to direct their rhetorical culture.

Professor Tracy Peck, A. M., of Cornell University, read a paper on "Latin Pronunciation Practically Considered."

The object of the paper was to urge the adoption of the restored pronunciation of Latin, both qualitatively and quantitatively. While it was conceded that the exact Roman orthoëpy may never be fully known from (1) the necessary relation to us of foreign sounds, (2) the absence of scientific discussions of phonology in extant Latin, and (3) the differences in theory and in practice among the Romans themselves, certain considerations were insisted upon which greatly facilitate the problem, as (1) the late development of the Latin literature and the practical character of the Roman people, so that the language was phonetic; (2) the absence of peculiarly difficult sounds, (3) the wealth of direct and indirect statements on the subject in the Roman writers, and (4) the aid furnished by comparative philology. The ancient system was recommended because,

1. It is approximately correct. Then ignoring the historical argument and discussing the question simply as one of expediency, the writer further urged the system because,
2. It neatly facilitates the whole subject of etymology.
3. It keeps distinct facts and points in the language which are confounded by the English, and other methods.
4. It alone explains and is in harmony with the rhythmic character of the best Latin prose and the peculiar metrical system of Latin poetry.
5. It is the simplest and only consistent method.
6. It gives great incidental aid in many educational and disciplinary questions.
7. It is the only system which can ever be universally adopted, and is the one toward which scholars of all countries are tending.

In conclusion, the author of the paper gave the results of his trial of the system at Cornell University, and commended the subject as a single factor in the grander question of Latin scholarship.

Professor Wendell Lamoroux, A. M., of Wells College, said:

The Convocation would surely thank the gentleman for this delicate analysis, and especially the tracing of so many values. These

latter particularly interested the speaker, and specially those involved in the element of quantity. The teacher of Latin could here do much in preparing the student for the pursuit of foreign modern tongues. Of the three or four difficulties of Italian, for instance, only one is at all considerable, and that is, securing the pupil's ear and tongue upon the full duration of the *o*, *a*, and *e*. Still more in French, derived at once from the long-flowing Italian and the hurried, consonantal tongues of the north, the shade of quality is delicate, between the different degrees of one vowel. The speaker thought the value of the Latin, as preparation for study of modern languages, was greatly overrated, but not just in this particular, under present circumstances. Again, for our English, the value of a drill in Latin quantity during the years (perhaps too many) given to the classics, is very considerable. It will cure the tendency to excessive cultivation of the mere consonant. The consonant is fatal to music, it produces either a stop or a discord in the flow. The spitting *p*, *t*, *f*, *s*, contain no power. The vowel is the voice of nature, the very element of music. It is the artistic element of speech. If our public oratory is to "fulmine" over the republic, it must employ the power of this element. The golden-mouthed vowel is as persuasive to-day, amid the external agents of the orator, as it was when Cicero's slave attuned his voice for an oration, by giving the keynote from a pipe. The cultivation of this element of speech has, too, a valuable hygienic effect. It gives lung-power, and through this a free play to the whole physique, general energy of tone, and so, in some sense at least, making of us not only American men, but, in the fine phrase of old Chaucer, "manly men."

Prof. Ransom B. Welch, D. D., LL D., read a paper entitled "The Threatened Revolution in Philosophy," no abstract of which was furnished.

Under the head of miscellaneous business, Rev. Dr. Van Rensselaer, President of Hobart College, offered the following resolutions, which were discussed by Prof. B. N. Martin, Chancellor Pruyn and others, and unanimously adopted:

Resolved, That this Convocation cordially reciprocates the stirring and patriotic appeal of Chancellor Pruyn, in his opening address, for the celebration of the centennial of Saratoga, October 17, 1777.

Resolved, That such a celebration of the first decisive triumph which vindicated the Declaration of Independence, and secured the integrity of the confederation, in which the men of New England and Virginia stood side by side with the men of this State, for which the nation was so largely indebted to the courage and sagacity of this illustrious son of New York, Gen. Philip Schuyler, is demanded alike by reverence for the heroic and patriotic memory of our forefathers, and by gratitude for the blessings which their valor and sufferings, under Divine Providence, secured for us their descendants.

Resolved, That a copy of these resolutions, together with the address of Chancellor Pruyn, signed by the members of this Convocation, be transmitted to the Regents of the University, and that they be requested to lay them before the Governor and Legislature of this State, with the respectful petition that they will take such measures as in their wisdom may seem best to promote this patriotic object.

Dr. North read a letter from Rev. Dr. Wilbur F. Paddock, of Philadelphia, and offered the following resolution, embodying the substance of the action asked for by Dr. Paddock:

Resolved, That we fully recognize the importance of the centennial celebration of our national independence in 1876, and that we pledge our hearty co-operation with the Board of Regents and the Executive Committee, in any plan which the State authorities may adopt for contributing to the Philadelphia celebration a complete exposition of the educational history and the educational achievements of the State of New York.

The report of the Inter-Academic Rhetorical Contest, submitted yesterday morning and laid over for consideration, was taken up, and, after considerable discussion, was referred to a committee of four, to recommend some definite and satisfactory course of action. Regent Hale, Dr. North and Principals Bradley and Flack were appointed such committee.

An invitation from the director of the State Museum inviting members to visit that institution at their convenience, was received and read.

Recess until 3:30 P. M.

AFTERNOON SESSION — HALF-PAST THREE O'CLOCK.

Chancellor Pruyn invited the members of the Convocation to meet him at his residence, at the close of the evening session.

Dr. North, on behalf of the select committee appointed at the close of the morning session, reported the following resolutions, which were unanimously adopted:

Resolved, That the Regents of the University be requested to call the next meeting of this Convocation on Wednesday, [instead of Tuesday, as heretofore.]

Resolved, That the whole subject of future or proposed inter-academic competitive exhibitions and examinations be withdrawn from this Convocation and referred to the Inter-Academic Literary Union, as organized by the academic session.

Professor Hamilton L. Smith, LL. D., of Hobart College, read a paper on "Preliminary Observations on Deep-Sea Soundings by the U. S. Navy."

In this paper, Prof. Smith stated the general results he had arrived at from the examinations of the deep-sea soundings in the North Pacific, undertaken by Commodore George E. Belknap, in the

United States steamship "Tuscarora," for the purpose of determining a practicable route for a sub-marine cable between the United States and Japan. Three lines of soundings have been run, one from San Diego, one from Cape Flattery, and one from San Francisco direct, the latter under charge of Commander Henry Erbew, Jr. Upon the whole, the ocean bed, as far as the Sandwich Islands, may be considered as a nearly level plateau, averaging 2,500 fathoms in depth. The apparatus used was Thompson's, the line a piano wire No. 22, the sinker an eight-inch shot, weighing fifty-five pounds, which was left behind, the material being brought up in a cylinder contrived by Commodore Belknap. The deepest soundings, except in the Arctic channel, say from depths of 2,500 fathoms and upward, were almost uniformly a tough red clay, a silicate of lime and alumina, without foramenifera, but with abundance of polycistinae and diatomaceae. The absence of all calcareous organisms is explained from the extreme amount of carbonic acid, held in solution under the enormous pressure, and by the presence of sulphate of magnesia. A second class of soundings consists of a gray ooze, chalky white when dry, a mass of foramenifera, and lying at depths between say 800 and 2,500 fathoms.

Above this the deposits were of a more sandy character, like green sand, with casts of foramenifera, spicules of sponges, diatoms, and various glauconite minerals. Professor Smith thinks that the examination of the soundings of the "Tuscarora," proves that forameniferal life really exists at depths of over three miles; and that the immense mass of them, now forming extensive beds at the bottom of the ocean, have not been derived from surface forms dropped after death. The bottom temperature all over the North Pacific is very near the freezing point of fresh water, 33 degrees Fahr., and is, upon the whole, a little lower than that of the North Atlantic, contrary to the predictions of Dr. Carpenter. The Behring channel has its greatest depth skirting the Kurile Islands, and is probably near five miles in depth. One sounding from this channel gave a depth of 4,234 fathoms, and a temperature, at a depth of 1,100 fathoms, of 33 degrees Fahr. Prof. Smith finds the same balance of life maintained at these great depths, by a due proportion of vegetable and animal life, as upon the surface of the globe. The vegetable life is represented by the diatomaceae, immense zones of which are shown to exist by these soundings, as also by those of the "Challenger," and the aeration of the waters is thus provided for, and is not due, except partially, to the diffusion of oxygen downward and carbonic acid upward, for a space of three miles. Many new species of foramenifera, diatomaceae, etc., have been discovered.

Dr. B. N. Martin expressed what he felt sure was a universal feeling of interest among the members of the Convocation in the paper just presented. Seldom, if ever, have we had a paper more specific and exact in details, or one which carries our thoughts farther forward into the region of the unknown. The paper is particularly important in its bearing upon that great field of investigation which relates to the origin of life. The ideas thrown out in regard to the origin of that much-discussed subject, the "bathybius," which

has played so large a part in recent speculations, will no doubt prove of permanent interest and value to many of us. If those ideas should bear examination, they will disclose to us the real origin of that which has proved a most fruitful source of speculation, and of assumptions not well grounded; and will do much to place our theories of the origin of life on a sound basis.

Prof. Smith's paper was further discussed by Regent Rankin. He said:

Mr. Chancellor.—I most heartily concur in and approve the remarks of Prof. Martin on the subject-matter of Prof. Smith's paper on Deep Sea Soundings.

That paper of Prof. Smith's brought up vividly to my recollection an earnest discussion on this very subject between the late Prof. Maury, formerly of our national observatory, and the late Capt. Scoresby, the celebrated and scientific Arctic ocean navigator, and myself. This discussion took place about seventeen years ago, in this city, within a few hundred feet from where we are now sitting. The discussion was a deeply earnest one, and so absorbed were we all in the subject that it was continued in my room from six o'clock of one evening to nine o'clock the next morning without a meal or sleep. What struck me as most remarkable was the wonderful verification, upon the testimony of the paper of Prof. Smith just read, of the thoughts then suggested; of the probable ultimate realization of their views and theories of modern discovery in deep-sea investigations. Among the many theories and probabilities then suggested were two, viz: the assimilation of the deep sea fauna in their habits, necessities and requirements, to those of the land fauna, and that the same necessities would determine the habits of animals of both elements, and confine each to its required flora and pasture grounds, beyond which they would not be found. From this fact, Prof. Maury inferred that the whales indigenous to the Atlantic Arctic currents would not and could not be found in the waters of the Pacific currents, for climate and pasture ground forbade their interchange.

The subject of the variation of the magnetic needle was discussed by us for several hours, and on my showing Mr. Scoresby (but for another purpose entirely) a piece of crystallized bituminous coal, he at once exclaimed: Why, here may be a part of the solution of magnetic variation. He assumed that the floor of the ocean was underlaid by immense beds of bituminous coal, and that under the chemistry of salicious elements the forces of crystallization were put in motion, electric and magnetic currents generated, and, as a necessary consequence, a deflection of the needle.

He also suggested another cause for variation. He assumed that the ocean flow was in many places over and underlaid with immense beds of comminuted and micaceous iron sand—that movements in the ocean flow, the action of currents and rotary motion of the earth were ridging up and rolling it into beds and strata which in their action transmitted a magnetic force to the surface. Mr. Scoresby

and Mr. Maury both held that as much life would be found in the abyssinal as in the shallower waters of the ocean. Prof. Maury expressed his belief that a knowledge of the animal life of the ocean would ultimately modify all our views of aqueous vitality and the structural affinities of geoloic life.

Mrs. Mary D. Hicks, of the Syracuse High School, read a very instructive paper on Industrial Drawing, and exhibited a fine series of illustrative specimens. Mrs. H. had kindly consented, on very brief notice, to supply the place of another, and acquitted herself with great credit, not only in her paper but also in the subsequent discussion of the subject, in which Drs. Wilson, Woolworth, Supt. Beattie and others participated. Secretary Woolworth called attention in this connection to the following act passed by the last legislature, being chapter 322:

An act relating to free instruction in drawing.

PASSED May 14, 1875.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. In each of the State normal schools the course of study shall embrace instruction in industrial or free hand drawing.

§ 2. The board of education of each city in this State shall cause free instruction to be given in industrial or free hand drawing in at least one department of the schools under their charge.

§ 3. The board of education of each union school free school district incorporated by special act of the legislature, shall cause free instruction to be given in industrial or free hand drawing in the schools under their charge, unless excused therefrom by the superintendent of public instruction.

§ 4. This act shall take effect October first, eighteen hundred and seventy-five.

Prof. Darius R. Ford, D. D., of Elmira Female College, read a paper on "Field Studies and Scientific Excursions."

The writer of this paper discusses the values of field studies, and the methods of excursions. The first value of field studies he finds in the fact that they develop the perceptive and the reasoning powers of the mind side by side. The simultaneous culture of each is valuable. Natural objects furnish material for observation and stimulus to thought. Their second value he finds in the benefits these studies confer upon the *business operations of mankind*. The losses to property by the ravages of the potato beetle, the phylloxera or vine pest, and the silkworm parasite are considered. New uses of plants and animals are suggested. Another value of field studies is found in their power to supplant light and worthless literature. The highest use of field studies he considers to be this, *that they*

furnish new constants of nature, which are the factors of future scientific discovery. The constants of light, heat and chemical forces are considered. New constants will form tests for hypotheses. They form the basis of prediction. The curious formula, $\frac{1}{2}(n^2 - n)$, applied. Facts wanted in the discussion of the evolution theory, the undulatory theory of light and other theories. Finally, scientific excursions as to usefulness to students. The co-operative plan of travel recommended. A new departure in education is suggested for non-studious and dull people.

Recess until 8 p. m.

EVENING SESSION — EIGHT O'CLOCK.

Chancellor Pruyn made a statement relative to Medical Examinations and Degrees, as authorized by chapter 746 of the Session Laws of 1872. This act provides, among other things, as follows:

SECTION 1. The Regents of the University of the State of New York shall appoint one or more Boards of Examiners in Medicine, each board to consist of not less than seven members, who shall have been licensed to practice physic and surgery in this State.

§ 2.- Such examiners shall faithfully examine all candidates referred to them for that purpose by the Chancellor of said University, and furnish him a detailed report in writing of all the questions and answers of each examination, together with a separate written opinion of each examiner as to the acquirements and merits of the candidates in each case.

§ 3. Such examinations shall be in anatomy, physiology, materia medica, pathology, histology, clinical medicine, chemistry, surgery, midwifery and in therapeutics, according to each of the systems of practice represented by the several medical societies of this State.

§ 4. The said reports of examinations, and the annexed opinions of the examiners, shall forever be a part of the public records of the said University, and the orders of the Chancellor addressed to the examiners, together with the action of the Regents, in each case shall accompany the same.

* * * * *

§ 6. The Regents of the University, on receiving the aforesaid reports of the examiners, and on finding that not less than five members of a board have voted in favor of a candidate, shall issue to him or her a diploma, conferring the degree of doctor of medicine of the University of the State of New York, which degree shall be a license to practice physic and surgery.

* * * * *

§ 9. The Regents may establish such rules and regulations, from time to time, as they may deem necessary to insure the faithful execution of the provisions of this act.

Three Boards of Examiners, representing, respectively, the Homœopathic, Allopathic, and Eclectic Schools of Medicine, have been appointed under the authority conferred by the first section of the act, and the first board has already examined several candidates. These examinations have been conducted with great thoroughness, under the rules and regulations prescribed by the Regents, as may be inferred from the fact that only two of the candidates thus far have been accepted by the examiners and certified to the Regents for the degree designated in the sixth section of the act. This degree which was intended, by those who applied for the passage of the act, to be of higher rank than the ordinary one of Doctor of Medicine, is now for the first time, by order of the Regents, about to be conferred upon the successful candidates.

Secretary Woolworth then presented Messrs. Edward William Viotor, of Brooklyn, and Howard Lansing Waldo, of West Troy, and Chancellor Pruyn formally conferred upon them the degree of Doctor of Medicine of the University of the State of New York.

Secretary Woolworth subsequently stated, in behalf of the chancellor, that the chairman of the examining board, Dr. John F. Gray, of New York city, who was mainly instrumental in procuring the passage of the act relating to the examination of candidates for the degree of Doctor of Medicine, has signified his intention to establish, as early as practicable, a prize fund of \$4,000, the income of which shall be expended in prizes for candidates of high merit; and that in advance of this contemplated action, two prizes of \$50 each had been placed in his hands, by Dr. Gray, for the meritorious young gentlemen who have now honorably earned and received their medical degree. These prizes were then formally bestowed by the Secretary, upon Messrs. Viotor and Waldo.

By direction of the Chancellor, Secretary Woolworth made the following announcement:

At a meeting of the Regents of the University, held this day, it was unanimously

Resolved, That in consideration of eminent services in the cause of education, the honorary degree of Doctor of Philosophy be conferred, by the Chancellor, in the presence of the Convocation, on Homer Baxter Sprague, A. M., late of the Adelphi Academy, Brooklyn, and on Edward Austin Sheldon, A. M., of the Oswego Normal School. The candidates were then presented by the Secretary, and the Chancellor formally conferred the degree as aforesaid.

Under the head of University Necrology, Vice-President Wm. C. Russell, of Cornell University, paid a suitable tribute to the late Ezra Cornell and John Stanton Gould. Dr. B. N. Martin

followed with notices of the late John C. Green and Loring Andrews.

Dr. North stated that he had in his possession tributes to the late Dr. Charles B. Coventry, of Utica, by Dr. M. M. Bagg; Principal J. D. Houghton, by Dr. A. B. Watkins; Principal George W. Briggs, by Rev. Charles Noble.

These tributes will appear in the published proceedings of the Convocation.

The recent decease of Trustee John Rice, of Munro Collegiate Institute; Judge A. S. Stevens, of Attica Union School, and Dr. G. M. Cady, of Nichols, Tioga county, were announced by Dr. North.

The Convocation then adjourned, and the members repaired to the Chancellor's residence, pursuant to invitation.

THIRD DAY.

TEN O'CLOCK, A. M.

The usual devotional exercises were conducted by the Rev. Dr. Martin.

The committee appointed by the last Convocation on the subject of an Inter-collegiate Rhetorical Contest were discharged on their own request.

Rev. Dr. Prime, of New York, read a paper on "The Education of Women," of which the following is an abstract:

Mrs. Hale, the distinguished editor of the *Lady's Book*, is also the author of *Woman's Record*. In this volume of nearly 1,000 pages she has gathered memories of all the women who have made their mark since the beginning of the world, and the names and deeds of no less than 2,600 women are given. Out of this great number, including every woman who has done any thing to make her famous, she says there is not one who has made a great discovery in physical science or a wonderful invention in the arts. She says this is the result of an organic difference in the operations of the minds of women and men: that woman never applies her intuitive reasoning to material pursuits. She inhabits the world of life, not of things; inspires, does not execute. This is a woman's testimony, drawn from nearly 3,000 uniform facts and without an exception to disturb the deduction which is necessarily to be drawn from the premises. This does not touch the question of the relative superiority of the sexes. It is the diversity of mental organization which is illustrated, and the facts are so uniform and numerous as to leave no doubt whatever of the conclusion which they reach.

In the different portions of the globe we find woman's position widely different; slave, help-companion, equal, according to the

degree of Christian cultivation enjoyed. In barbarous communities men and women herd like beasts. As they rise in the scale, the sexes are separated by a law that enlightened reason recognizes as one of propriety and expediency. In childhood the young of both sexes are dressed alike, play and learn in the same family and school. Under parental care this is well. As the age of puberty comes, the careful parent separates the boys and girls and silently erects those walls which are essential to the right moral and mental training of the two. If they were to be educated under the parent's eye, by the same tutors, it would be safe; but when the time comes to send the child away from home, and those years are to be devoted to study, which are the college years of life, the judiciously anxious parent does not wish to put his daughter into associations away from home, such as are necessary in a system that requires the co-education of young women and men. The educated mother honors the reasons why it is desirable that at this period of life, her daughter should be always guarded by a mother's care, or if that cannot be, she should be surrounded by such influences as will enable her to study without those exposures which would beset her in the immediate association of a college for men. It is on this principle that civilization has in all countries advanced the separation of the sexes at this time of life. In Germany, France, Italy, England and the United States, universities, colleges, schools are founded on this obvious law of nature. Forty years have now passed since in this country the war against this principle was begun; not one of the older institutions has been captured, and the system remains substantially the same. Wesleyan University opened her doors to women three years ago. Four entered then, two years ago one entered, a year ago one, this year not one is expected.

When a choice of life's work has been made, and the woman is developed, character formed, and purpose fixed, the objection no longer exists, and she being free to act for herself, may seek, in whatever school she pleases, the learning she needs. But the principle of educating girls with boys in college life is repugnant to the higher civilization of the world, and is therefore practically improbable. But woman has a right to all the facility for acquiring knowledge that men have, and hence our splendid colleges for woman, which give her every advantage she can ask or require.

The paper was discussed by Vice-President Russell, of Cornell; Professor Ford, of the Elmira Female College; Professor L'Amoureux, of Wells College, Regent Hale, and Dr. Sprague, of Brooklyn.

Prof. Russell, of Cornell University, said that it was rather hard upon women to reproach them with want of constructiveness, when for centuries they had not been allowed to construct any thing, but had been kept out of the paths of industrial development, and had been impressed — every individual woman from her infancy — that she could not invent any thing. A hundred years ago, the Convo-

cation might have been told that no woman had ever become a physician, and that their nature prevented them from guiding the business of life according to legal forms. If, however, we remembered the testimony of the most learned and careful physicians of Boston to the skill and sound medical judgment of Dr. Susan Dimmock, who perished in the wreck of the Schiller, we must acknowledge that such a charge would now be met by the strongest proofs of woman's capacity for professional ability. It was true the best colleges did not open their doors to women, but antiquity was a poor test of right. In Luther's time the oldest churches did not read the Bible to their congregations, the oldest authorities forbade freedom of religious inquiry, and the oldest teachers would allow no light to come to the soul but through a cowed monk or shorn priest. It was true that parents separated their children at puberty, but this was not a question of rooms nor of dressing, but of education. Do they separate them in the district schools? Are there separate country schools for girls and others for boys? Are there academies for young women and others for young men? Through the whole length and breadth of the land, in graded schools, academies and union schools are young men and women studying together, reciting together, the same subjects, the same truths, at the very age when it is now contended that decency requires careful separation. Young men and women also seek social recreations and amusement together, frequent concerts, lectures, theaters, together:—why this need of separation when women wish a college education? The old institutions have kept them out; shaped by the spirit of injustice, hardened into system, and grooved by a routine of wrong, they deny woman the same opportunities they give her brothers. But the new institutions, born of the spirit of the age, founded in generosity and kindness, faithful to a sense of justice, open their doors to both.

The Chancellor's gavel here announced that the speaker's five minutes had expired.

Prof. Ford, of Elmira Female College, remarked upon the refining influence of one sex over the other in the class-room. But he thought that the ideal and perfect college would be one for separate education. The young ladies would receive this refining influence from the presence of a mixed faculty of able professors, men and women. The separate college for young men would be probably much improved by introducing into the faculty a few gracious and illustrious women of sufficient age and experience as professors. The desirable effective influence of the sexes in school life thus follows natural law, the descending power of culture. Let young men and young women get their impress and stimulus from persons of the opposite sex who have wisdom, strength, culture, of the highest type.

Professor Wendell Lamoroux, A. M., of Wells College (and Union University), expressed his complete assent to the spirit and general positions of Dr. Prime's paper. It was sound in its physi-

ology, psychology and practical inductions. As one who had taught much, both in the college for young men and in that for young ladies, he offered the results of experience. The same apparatus for incentives to study, for instance, is not available for both. The young man should be urged into competition, into rivalry, if need be, into antagonism. But seek these ends in the young woman, and attempt the same means thereto, and one-half hour in the class-room will drive theories of co-education to the wind. Woman's sensitive nature, the predominance of the nervous system, makes it respond to excitation, before her intellect. All the shock is experienced there. The repetition of these shocks—like the taps of a silver-smith's hammer, which fracture bars of steel—ends in permanent unhealth of that nervous system, and this strikes back upon the intellect itself, the very object and end of our effort. Besides, the careers of the two sexes, while they do not differ as reception differs from action, do differ as one form of action from another—the feminine form by no means the inferior, even in its very energy. The great under-reformations, under-revolutions of history have begun in the inter-personal communication of man with man, of woman with woman, in French parlors, in English and German homes. A man's, a woman's words are history in its ultimate elements. Conversation is the true feminine field. Let her culture tend to this end—never losing that bloom of ladyhood which is sure to perish amid the contacts and chills of the outer world, and even of a more intellectual attribution. Below all, rather above all, is that world of our moral life, toward which the whole educational apparatus, from the grammar school to graduation, is subservient to that of the sacred household. As our sweet home poet, with that intuition of the artist which transcends all theorizing of the scientist, has sung—

“ — in that stillness
Which most becomes a woman—calm and holy—
Thou sittest by the fireside of the heart,
Feeding its flame.”

After a remark by Regent Hale, suggesting some modification of an apparently harsh expression of Prof. Lamoroux, not reported, Dr. Sprague said:

One strong college is better than two weak ones. It is not well to scatter resources by separate institutions. All honor to the noble men who have founded and endowed the female colleges of the country; but no one of these is so completely equipped with faculty, apparatus, library, etc., as Yale, or Harvard, or Cornell. The facilities for high and extended culture in our female colleges are not yet equal to those furnished to young men. The best possible opportunities are not furnished to young ladies, in their separate institutions. It is true, and confirmed by my experience for five years past, in an institution containing a multitude of both sexes of the age of fifteen years and upward, it is true that the presence of both sexes exerts a mutually refining influence. Again, why should mental any more than physical food differ with the sexes? The education

given in our higher institutions is general, not special; looks to wide and thorough culture rather than to fitness for any special state or training for any particular vocation, or class of vocations. The spheres of female activity are vastly widening; new employments are continually opening to woman. It is well that this is the case, for more and more, from year to year, American women are thrown upon their own resources. No young woman can safely look forward to being a dependent, to relying for support upon a husband, a father, a brother, or other relative. No, in very many cases, she must carve out her own fortunes, earn her own living, fight the battle of life alone. The number of self-supporting women is continually increasing and destined to increase. Let them, then, have all possible education, and if institutions for co-education afford greater advantages, let them, by all means, have the benefit of the fact.

Hon. John Eaton, U. S. Commissioner of Education, presented a paper on "The National Bureau of Education." After the reading of this paper, on motion of Regent Rankin, seconded by Dr. F. B. Hough, it was unanimously

Resolved, That the thanks of the Convocation be tendered to Gen. Eaton for his very interesting and valuable paper, and that he be hereby constituted an honorary member of this body.

Trustee F. B. Hough, M. D., of the Lowville Academy, then presented a paper entitled "A Statement of the plan proposed, on the part of the Government, and under the direction of the National Bureau of Education, for presenting the History of American Colleges and Universities, at the International Centennial Exhibition at Philadelphia in 1876."

After alluding to the indifference of mankind, in the primitive stages of society, as to the lapse of time and notice of events, he remarked that as civilization advanced, men began to gather up the fruits of experience, and to profit by its teachings. We see a growing tendency to pause as we approach the even periods which serve as the land-marks of time, to compare notes of progress, and take lines of new departure for the future. Our centennial and other celebrations of the founding of towns or of institutions, and especially the centennial celebrations of revolutionary events, which have been so frequent of late, have been among our people occasions of profitable review and pleasant memories. In fact, we may truly say, that some of these events are now better known, and their causes and connections better understood than they were at the time of their occurrence by the best informed men of that day who witnessed these transactions and did the deeds we now commemorate.

This interest in important eras is by no means local as to time or country. It has often been improved in the old world to stimulate progress, to confirm hope and faith, and to establish power. The recent millennial celebration in Iceland, an island on the borders of the frozen zone, without wealth or resources inviting to commercial enterprise, and scarcely known to us beyond the descriptions of

occasional travelers, is a notable instance of this interest in full historical periods of time, which is universal and in proportion to knowledge, both as to observance and to the benefits arising from it.

It will be conceded that schools of learning through every grade up to the highest have been the agencies through which knowledge is increased and diffused, and that the highest points of eminence in science can be reached only by those who have enjoyed their advantages. We therefore owe much of the interest attached to great events to the intelligence imparted by schools of learning, and most of the great discoveries in science by which our material prosperity and power have been developed is due to the influence of these seats of learning, and to the culture they have wrought. Although native genius may, at times, untaught, chance to strike into lines of original discovery, yet we must admit as a rule of few exceptions, that profitable researches into the regions of the unknown, and beyond the frontiers of existing knowledge, are only within the power of those who have received the culture of our higher institutions of learning, and that a proper fitness for original investigations is the reward of a long, patient and persevering study of the sciences there taught.

The Executive Department of the Government have therefore decided to assign, in the International Exhibition at Philadelphia, a proper place for our educational systems, and the task has been undertaken by the Bureau of Education, in the Department of the Interior. The subject has a natural subdivision into primary, intermediate and higher institutions of learning, and so much as relates to colleges, universities and special schools of science, has been placed in charge of Dr. Hough.

The plan proposed, and which was presented at the Convocation, with the view of inviting discussion and suggestions, is essentially as follows:

It is hoped that through the co-operation of the officers in charge of these institutions, the Department may be able to exhibit maps of grounds and plans and views of buildings, series of publications by or relating to these institutions, portraits of presidents and of faculties, as well as of founders and patrons, and in every instance a concisely written history, showing the principal facts connected with their origin, location, organization, growth and condition. To facilitate these inquiries, and render the results comparable and susceptible of generalization, printed blanks, circulars and forms will be prepared, and several model histories, showing general scope and plan of arrangement, will be printed. Besides these means for facilitating these inquiries, Dr. Hough will personally visit as many of these institutions as may be found practicable, with the view of aiding so far as may be in perfecting the labor.

Very much must, however, depend upon the officers of these institutions, who are best informed in regard to the subject, and have at hand the materials out of which these summaries may be prepared. The work, when reduced to proper form, will be

included in the official publications of the government relating to the centennial exhibition, and in all cases due credit will be given to those who furnish written statements used in the work.

The persons invited to aid in this enterprise are men of exceptional intelligence, and of undoubted patriotism. Among them are some who originated the thought, from which these halls of science have sprung. They have wrought earnestly and well in this field of honorable ambition, and many have witnessed results that may well justify the commendation of the world and confident hopes of the future. With their co-operation we may confidently hope for a result worthy of the occasion. It is earnestly hoped that the maps, plans, views and other illustrations, as well as the published documents and other materials collected for this purpose may be allowed to remain together in the library of the Bureau of Education at Washington after the exhibition closes, where they will be accessible hereafter, under such regulations as may be deemed proper to secure their safe-keeping.

Dr. Hough presented in detail the points of inquiry to be included in these researches, and stated that throughout the whole, strict attention would be given to a classification by States, for the obvious reason, that these institutions have been organized and are conducted under State laws, and that their measure of success has been in proportion to the encouragement received in the State where they are located, and to the influences which these laws have imparted and maintained.

In adhering to this rule, it will be proper to present an account of such general systems of supervision and encouragement as may have been provided by State laws, whether in the form of boards and commissions for regulation and uniform report, or in the way of funds and endowments or general laws. This will not prevent a uniformity of plan convenient for comparison and for general summaries of the whole country. The distribution of institutions, and something as to their grade and extent, may be shown by a series of maps for different periods of time, and many important conclusions may be shown by graphic delineations.

This task, if thoroughly done, may yield results which, perhaps, in some cases, may afford a means for the correction of error, by comparison with better standards; and perchance in other cases prove a new incentive to effort, and to every thoughtful mind a theme full of interest, while to the historian they will afford a basis of comparison of inestimable value for the future.

President Van Rensselaer, of Hobart College, chairman of the committee appointed under a resolution of the last Convocation, "to bring to the attention of the Regents a system of examinations by which the scholars who excel in any study taught in the colleges of this State may be classified and proclaimed by some public ceremonial under the auspices of the Regents," submitted a report, as follows:

The committee respectfully report that they have considered the subject referred to them, but have not yet been able to decide upon any definite system. They are agreed, however, in the view that the so-called "Regents' Examinations" * afford a basis for such a system of examination for honors to be applied to the colleges of the State.

They ask, therefore, that the committee be continued, and that the Secretary of the Regents be associated with them in order to present a definite plan for the consideration of the next Convocation.

(Signed)

M. VAN RENSSELAER,

Chairman.

The foregoing report was adopted.

Prof. B. N. Martin offered the following resolution, which was unanimously adopted :

Resolved, That this Convocation would greatly value an estimate from Prof. Tayler Lewis of the intellectual and moral changes which have taken place in the character of our education within the past century, together with the suggestions which his experience and reflection may supply for its further improvement in the future.

Prof. John W. Mears, D. D., of Hamilton College, Chairman of the Joint Committee on the Unification of the Educational Systems of the State, through Sup't L. S. Packard, a member of the committee, presented the following report, which was accepted and placed on file :

The undersigned Chairman of the Joint Committee on Unification of the Educational systems of the State, appointed respectively, by the University Convocation and by the New York State Teachers' Association at their last annual meetings, would respectfully report that the joint committee held two meetings at Binghamton, one at Utica and one at Albany, all of which were fully attended; that through the labors of a sub-committee, of which Mr. L. S. Packard, of Saratoga Springs, was chairman, a bill providing for

* Referring, it is presumed, to the system of examinations provided for by Chap. 372, of the Laws of 1875, of which the following is a copy :

An act to authorize the Regents of the University to establish examinations as to attainments in learning.

PASSED May 17, 1875.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. The Regents of the University of the State of New York are hereby authorized to institute examinations as to the attainments in learning of such persons as may appear, and be examined before examiners to be appointed from time to time by the said Regents, which examinations shall be held at such times and places, and under such rules and regulations as the said Regents may from time to time prescribe; and the said Regents may, on the recommendation of any such board of examiners, or of a majority of them, confer on any person thus examined, such certificate or diploma in evidence of such attainments, under the seal of the university, as they may deem proper; provided, however, that such certificate or diploma shall in no case contain or confer any designation or title of any degree which is now conferred by any college in this State.

§ 2. This act shall take effect immediately.

the unification of the educational systems of the State was drawn up and presented by a sub-committee consisting of the undersigned and Mr. Packard and Dr. Steele, of Elmira, to both the educational committees of the Senate and Assembly.

The committee of the Assembly devoted a special session to hearing the views of the sub-committee; and the members of the Senate committee treated us with courtesy and respect as representing the two leading educational bodies of the State. For various reasons, however, the bill failed to receive the support necessary to secure its passage, principally because no member of the committee had the time to remain in Albany and press the measure upon the attention of legislators — a matter which should be provided for if the Convocation are disposed to entertain the project of unification further.

Whether even then the measure, or something substantially of the same import, could have been passed is of course uncertain. Perhaps the clearest and best result of the appointment of the two committees has been the promotion of harmony and a more cordial understanding between the teachers and officers of the common school and the academic department in the State. Such a feeling is the only sound basis for a unification of the two systems, and as it gains in strength it will become a force which all worshippers of popularity will be fain to respect.

The present effort at unification may be regarded as purely experimental. It is believed to be the first in which both arms of the service, the common school and the academy, have united. Their proposed law is a compromise. It met the approval of all but two of the members present at the final meeting in Albany; and yet every member conceded something of his own preferences to secure a harmonious result. A clause of the bill provides for amending and improving the whole system; under the operation of which clause all hoped that difficulties would be removed and that the many hindrances to the progress of the educational work of the State would diminish or entirely disappear.

In behalf of the committee, the chairman would state that considerable expense has been incurred in attending the meetings, probably not less than \$50 in the aggregate.

No final meeting of the committee has been held for the purpose of agreeing to any recommendations to be made to the appointing bodies. Hence the undersigned confines himself mainly to a statement of facts, all of which is respectfully submitted.

JOHN W. MEARS,
Chairman of Committee.

Assistant Secretary Daniel J. Pratt, Ph. D., submitted a further chapter of his "Annals of Public Education in the State of New York," the special subject of this chapter being "The Founding of the University of the State of New York," during the initial period from 1784 to 1787, inclusive, and the same was ordered to be included in the published proceedings of the Convocation.

On motion of President Van Rensselaer :

Resolved, That the thanks of this Convocation be presented to the Chancellor of the University for the able, dignified, and impartial manner in which he has presided over its deliberations, and for his liberal hospitality to its members.

Resolved, That the thanks of this body be rendered to the members of the Executive Committee for the labor and attention they have devoted to the preparation and conduct of its business ; and also to the Secretary and Assistant Secretary for their unremitting and courteous discharge of their duties.

The Chancellor was authorized to appoint the Executive and Necrological Committees hereafter.

After farewell remarks from Vice-Chancellor Benedict, the exercises of the Twelfth Anniversary of the Convocation were concluded with a benediction by the Rev. Dr. Upson, of the Board of Regents.

REGISTERED MEMBERS OF THE CONVOCATION.

1875.

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- Prof. John J. Anderson, Brooklyn.
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 Rev. John A. Paine, Albany.
 Rev. John Burrows, Williamsport, Pa.
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THE CYPRIOTE INSCRIPTIONS.

BY ISAAC H. HALL, A. M.,Trustee of Rutgers Female College.

The valuable collection of Cypriote antiquities discovered by Gen. Luigi Palma di Cesnola, on the sites of ancient Citium, Idalion, Golgos and elsewhere, and now located in the Metropolitan Museum of Art in New York city, contains about thirty inscriptions in the Cypriote character. By the kind permission of John Taylor Johnston, Esq., the former owner of the collection, and president of the museum association, with the assistance of Mr. Thomas Bland, assistant secretary, and Mr. H. G. Hutchins, the curator, full and convenient opportunity was allowed for studying the inscriptions from the stones themselves.

These inscriptions have never been wholly read, nor well or completely published.* Copies were taken for the British Museum before the collection came to America, from which an incomplete set of photographs were taken and published by Mansell, in London, in 1872 and 1873, but these, to judge from citations, cannot be entirely reliable. A catalogue of the collection, by Johannes Doell, containing a few very imperfectly figured inscriptions, was published by the St. Petersburg Imperial Academy of Sciences, in their *Mémoires*, in 1872. A few more or less perfect copies of some of the inscriptions have also been published in the works of those engaged in deciphering.

The Cypriote writing is not yet perfectly deciphered, though the foundation is well laid. The number of inscriptions at present known is something more than one hundred. They vary greatly in length; the Bronze Tablet of Dali containing 31 lines, and from 270 to 300 words, according to the method of enumeration adopted; while some inscriptions are fragments, with only one or two characters.

The first mention of a Cypriote inscription that I have seen, is on p. x of the preface to Gesenius' *Monumenta* of the Phœnician writing

* They will appear in my contribution on this subject in the next issue of the Journal of the American Oriental Society.

and language, note 11, where, among the Pseudo-Phœnician inscriptions, he notices one which the "*perillustris*" De Hammer displays in his "*Topographische Ansichten der Levante*" (Vienna, 1811), p. 190, note 69, (which note, by the way, was by a Mr. Hogg.) Gesenius thinks this inscription not Phœnician, but like the writing found on the coins of Pamphylia.* This inscription is figured by De Luynes, 1852, and by Moriz Schmidt, 1874. Schmidt speaks of it as noticed in Beer's palæographic remains, preserved in the library of the University of Leipsic. It was found a little east of Kouklia, the site of Old Paphos. However, one Cypriote inscription had been published as long ago as 1636, at Rome, by Athanasius Kircher, in his "*Prodromus Coptus*," or Introduction to Coptic. This consisted of four letters on the figure of a scarabæus in the "*Tabula Isis*," which Kircher took to be Coptic, and translated by "*amor*." This object is figured by De Luynes, and, according to him, was purchased at the sack of Rome in 1525, by a locksmith, then sold to Cardinal Bembo, upon whose death it went to the Duke of Mantua. It is now in the Museum of Turin. The next inscription discovered was found at a grotto, at a place called Alonia tou Episcopou, near New Paphos, in 1845, by Prof. L. Ross. Then in 1850 the Duc de Luynes obtained from M. Peretié, of the French consulate at Beirut, the famous Bronze Tablet found near Dali, together with a club-shaped object in bronze (probably a votive offering to Athene), and a few coins bearing legends in the same character. This induced him to examine objects in the several museums, and to collect and publish all the known legends in similar characters, which he did in 1852, and proved that they comprised a hitherto unknown system of writing, if not language.

Further discoveries of greater or less importance have been made by various persons, up to the present time; notably by R. H. Lang, H. B. M. Consul at Larnaka, and Gen. Luigi Palma di Cesnola. In addition to the present Cesnola collection, a new one made by him is daily expected at New York. Lang's collection is mainly in the British Museum. The Bronze Tablet is in the Musée du Louvre, in Paris; a few objects are in the possession of natives in Cyprus, some are at Constantinople, and some, surreptitiously obtained from Cesnola's workmen, are said to be at Joppa. Many coins in the various European museums are now found to bear Cypriote legends. An object found by George Smith, in one of his late journeys to

* Gesenius also mentions (pp. 128, 124) an inscription found by Niebuhr in a church at Larnaka, in 1753. See also his chapter on Pseudo-Phœnician inscriptions.

Nineveh, and figured in his "Assyrian Discoveries," should also be mentioned, but the characters are so poorly inscribed that it is hardly legible. The figures on objects found by Schliemann, on his supposed site of Troy and elsewhere, supposed by Gomperz and others to be characters allied to the Cypriote, I have conscientiously examined, but find nothing there like the Cypriote, if indeed it is writing at all.*

The most important works that have appeared on the subject, and which contain the successful attempts at deciphering, are the following:

(1.) *Numismatique et Inscriptions Cypriotes*, par H. De Luynes, Paris, 1852.

(2.) On the Discovery of some Cypriote Inscriptions, by R. Hamilton Lang, read 7th November, 1871, before the Society of Biblical Archæology, and published in Part I, Vol. I of their Transactions, p. 116, ff.

(3.) On the Reading of the Cypriote Inscriptions, by George Smith, read at the same time and published with the last-mentioned. Also a supplementary article by the same author, one week later, and published with the last.

(4.) Cypriote Inscriptions. On the Reading of the Bronze Plate of Dali. By Dr. Samuel Birch. Published in Part II of last-mentioned volume.

(5.) Versuch zur Entzifferung der kyprischen Schrift, von Johannes Brandis. Aus dem Monatsbericht der K. Akademie der Wissenschaften, zu Berlin, 1873. A posthumous work, edited (not too carefully) by Ernst Curtius.

(6.) Anzeige (der Brandis'schen Schrift) von Moriz Schmidt in No. 85 of Jenaer Litteratur Zeitung, 1874, and Nachtrag, by same author.

(7.) Die Inschrift von Idalion und das kyprische Syllabar, von Moriz Schmidt, Jena, 1874.

(8.) Die wichtigsten kyprischen Inschriften, umschrieben und erläutert von Wilhelm Deecke und Justus Siegismund; aus G. Curtius' Studien zur griechischen und lateinischen Grammatik. Band VII, 1875.

There are various other articles on the subject, of more or less value. For instance, by the Comte de Vogüé, in the *Revue Arch-*

* So Schmidt, "Die Inschrift von Idalion" &c., p. iv: "An den 'θεῖος Ἰδάλιον' glaubt ausser seinem Erfinder und Herrn Schliemann schon lange kein Mensch mehr." And p. v, ** "würde vielleicht Niemand auf den unglücklichen Gedanken gekommen sein, die eine Entdeckung sofort zur Lösung eines andern Räthfels ausnützen zu wollen, ohne erst die Vorfrage 'Schrift oder nicht Schrift' zu erledigen."

éologique and *Mélanges d'Archéologie Orientale*; a paper read by M. Halévy before L'Athénée Orientale of Paris; and fragmentary treatises by various persons in the *Journal Asiatique*, the *Transactions* of the Royal Society and elsewhere. Two works deserve special notice on account of their singularity. First, "*Die Proklamation des Amasis*," by Prof. E. M. Röth, of Heidelberg, published at Paris in 1855, at the expense of the Duc de Luynes, a magnificent work in appearance, but a failure, being an attempt to decipher the bronze tablet on the theory that it was a proclamation of King Amasis to the Cyprians, in some Semitic language. The other is "*Die Phœnizisch-Cypriische Forschung*," by A. Helfferick, Frankfurt A. M., 1869; another unsuccessful attempt, which made the Bronze Tablet a Psalm of Praise of the new colony of Phœnicians in Cyprus. Of the works mentioned in this paragraph, I have seen only that of Prof. Röth.

The first attempt to decipher the inscriptions was made by De Luynes, in his work above-mentioned, but was wholly unsuccessful. He supposed the language to be Semitic, and based his attempt upon a conjecture that a certain word was "Salamis," which proves to be the word for "king." However, one of his guesses has proved substantially correct; the character which he took to be *shin* or *sin* proves to stand for the syllable *se*, and doubtless has the Semitic origin he ascribed to it. In its way, his work is the most important thus far, and is not superseded. It is a quarto volume, containing all the Cypriote inscriptions then known, beautifully figured in twelve plates, with a full account of each object, a feeble attempt at decipherment, and an attempt to reduce the writing to an alphabet of 80 characters, with an exhibition of their supposed analogies to the Phœnician, Lycian and Egyptian — all illustrated with Cypriote type cut for the purpose. The objects figured in the plates are: (1.) Coins and medals from the British Museum, the Museum of Vienna, the Paris Bibliothèque Nationale, the collection Gosselin, and the collections of Fox, Hunter of Glasgow, Palin, the Grand Duke of Tuscany, and De Luynes; (2.) The Bronze Plate of Dali; (3.) The bronze club-shaped object mentioned above; (4.) The inscriptions of Kouklia and Alonia tou Episcopou; (5.) The scarabæus of Kircher, with another from Torre Munze in Sicily, reported by the French consul Wattier de Bonneville, probably not Cypriote; (6.) A number of miscellaneous objects discovered while his book was preparing, and mainly furnished by Mr. Hunter. The historical and palæographic matters contained in the short preface and the 50 pages letter press, are very valuable. He

also established the fact of the existence of a Cypriote character and writing, as well as the fact that the writing reads from right to left. Since then, however, a few rare exceptions have been found, in which the writing reads from left to right. I think that this is the case with one of the Cesnola inscriptions.

The next attempt was that of Röth, above mentioned, based upon De Luynes' mistake respecting "Salamis," and likewise unsuccessful. Next was that of Helfferick in 1869, already mentioned as a failure.

Meanwhile, M. Pierides and Comte de Vogüé had published different inscriptions, as they were found, with descriptions and comments. None, however, were of much value, except one bi-lingual inscription published by the latter, consisting of two Greek and two Cypriote words. Strange to say, however, this bi-lingual proved no help, and was not even deciphered, until most of the work of deciphering had been done.* Other lesser attempts were made from time to time for notice of which see the work of Moriz Schmidt, above-mentioned, *passim*.

The discoveries of Cesnola† and Lang now gave a new impulse to the work; but no real progress was made until the discovery by Mr. Lang at Dali of a marble tablet with a bi-lingual inscription, consisting of three lines in Phœnician and four lines in Cypriote; the Cypriote nearly perfect, and the Phœnician, where defective, capable of restoration from other known inscriptions. This stone furnished the material for the two efforts next to be mentioned.

Mr. Lang, in his article above mentioned, first showed, by an ingenious and conclusive argument, that De Luynes could not be right in reading a certain word as "Salamis," and then, by comparing the Phœnician and Cypriote on the tablet, he found that this

* This bi-lingual I first saw some nine months since, and I read it in a moment, without trouble, with some surprise that it had not been done before. I thus determined the characters for the syllables *ru* and *ze*, or rather, so concluded for myself. Sieglismund and Deecke determined it independently, and are the only ones, so far as I know, who have published its solution. The Greek of the bi-lingual is ΚΑΡΥΞ 'EMI, or 'E(M)MI, and the Cypriote is the same, viz.: *ka.ru.ze. | e.mi.*—"A herald am I," unless the word *Καρύξ* is a proper name *Karyx*. The difficulties were: 1st. A horizontal bar forming the lowest part of the character *ka* is obliterated, making it appear to be *ti*; 2d. The character for *ru* was unknown; 3d. The character *ze*, though supposed to have that value, seemed anomalous, and was not received with confidence.

† Gen. Luigi Palma di Cesnola is by birth an Italian nobleman, was a soldier in the Crimean war and in the war of the American Rebellion. In 1865, he was naturalized as an American citizen, and appointed U. S. consul to Cyprus. In 1865-6, he made excavations at Larnaka (Citium); in 1868, at Golgos and Idalion, at which places most of the objects in his collection were obtained. In 1869-70, he discovered the site of the temple of Venus, at Golgos, and did other valuable work in surveying and verifying sites about Paphos, Soli, Ormidia and Amathus. No inconsiderable portion of the collection is composed of Phœnician objects, some with inscriptions which have been read and published.

same word was the probable equivalent for the Phœnician "*Melak*" or "king." This surmise was correct, and had it been followed up, would have solved the riddle for this word, as well as several abbreviations upon coins. He further showed that the word was not the same in sound as its Phœnician equivalent; but he missed its complete solution by supposing some of the characters to be essentially Lycian, and the pronunciation, therefore, to be *sêwe* or *shêwe*. The following words of his, indeed, nearly anticipated the brilliant discovery of Mr. Smith. Says he (p. 126), "reading the first word in the Cypriote portion of the text as 'king,' I sometimes think that the rest of the line might read 'Melekiathain Kition and Idalion king.'" He also made a correct guess as to the reading of the second word in the bi-lingual of De Vogüé, viz.: *e.mā.*, and showed that what was supposed by De Luynes to be a punctuation mark was really one of the phonetic characters. To him belongs the honor of taking the first step in the right direction.

Simultaneously with Mr. Lang, Mr. George Smith, of the British Museum, of Assyrian note, applied himself to this tablet with signal success. The results appear in his articles above mentioned. Accompanying the two articles is a lithograph plate of the bi-lingual tablet.* As restored the Phœnician portion reads as follows:

"[On the day of the month], in the year four (III.) of the reign of Melekiathon [king of Citium and Idalium, a statue] this: which our Lord Baal Ra[m, son of Abdamelek], gave and

* The tablet was probably about 16 inches square, and originally the base of a statue of Apollo. It is much broken at the top. Substituting Hebrew for Phœnician characters, the reading of the Phœnician is as follows:

• • • בשנת ארבע ויין לסוף סלחיתן ב • • (1)
 • • • או אש יתן וישגא ארנן בעלר • • • (2)
 • • • לרשף סכל כשסע קלי ברך. • • • (3)

The Cypriote portion reads as follows: (1) * * a. | pa. st. le. wo. se. | ml. k. ki. ta. to. no. se. | ke. ts. o. ne. | ka. te. ta. k. o. ne. | pa. st. le. u. * * (2) * * * me. na. ne. | to. pe. pa. me. ro. ne. | no. wo. so. ta. ta. se. | to. na. ts. ri. ta. ta. ne. | to. te. ka. te. sa. ta. se. | o. wa. na. se. * * (3) * * o. a. p. ts. ml. k. ko. ne. | to. a. po. to. ni. to. a. mu. ko. lo. i. | a. po. t. wo. t. | ta. se. | e. u. ko. la. se. (4) o. pe. tu. ke. | t. tu. ka. i. | a. ke. ta. i. | Or, in Greek: (1) * * βασιλεύς Μιλτιάδης Κητιών καὶ Ἰδαλιῶν βασιλεὺς (εἶπεν) * * (2) * * * μεναν τῷ (ν) πα(μ)παμείων νεφύστατος τὸν ἀνδριά(ν)-ταν τῷ θεῷ ἀστήρατος ὁ Πάναξ * * (3) * * * ὁ Ἀβδμιλεὺς τῷ Ἀπό(λ)λωνι τῷ Ἀμυκλεῷ ἄφ' ὃ ποι τῆς εὐχολῆς (4) ἐτέτυχε i(ν) τύχῃ ἀγαθῇ. In English, "King Miltiathion being king over the Citians and Idaliens * * * the latest of the five intercalary days, the prince * * the [son] of Abdimileon set up this statue to Apollo the Amyclean, because that he met for him his prayers in happy fortune." This translation requires the first word in line (2) to be completed as [εἶπεν]μεναν. The date of Miltiathion is about 370 B. C., or of the same date with some, and one generation older than others of the Phœnician inscriptions of the Cesnola collection; as the latter belong mostly to Miltiathion and his son Pumiathion. Some of the Cesnola inscriptions are doubtless much older than this tablet. The style of the tablet characters, both Phœnician and Cypriote, much resembles that of the later ones in the Cesnola collection. "This," in the Phœnician portion, is idiomatic for "this is." The name "Méchlil" may have some other vocalization, as "Mucal" or "Mical." Resheph Méchlil is the same as Apollo the Amyclean.

dedicated to Resheph Mēchl. When he heard his voice, he blessed." Mr. Smith first searched for equivalents of the proper names, but without success. Finally, observing that the first and last words of the first line were evidently the same, though with different endings, he equated them with the Phœnician "*melek*" — "king," as that word occurs twice in the Phœnician portion. Next, he equated the longest Cypriote word with the Phœnician "*Melekiathon*." Then, seeing that the remaining words had the same ending, he assumed them to be in the genitive case, and to be the names "*Kitium*" and "*Idalium*," respectively; though these two words precede the word for king in the Cypriote, and follow it in the Phœnician. It then remained to verify these conjectures by comparison. The word he had fixed upon as "*Melekiathon*," had seven characters in Cypriote, but only six in Phœnician; but further study made the seventh appear to be a frequent case-ending. Dropping this, the proper name gave the values of six characters. Passing next to the group assumed to be "*Idalium*," he confirmed the character for L; and after separating an apparent conjunction and dropping a case-ending, he found the name to have three essential sounds, viz., *e. da. li.*; the Phœnician *iod* being absorbed in the Cypriote L. Again, he found the *K* characters different in the words *Kitium* and *Melekiathon*; and thus he concluded that the characters represented syllables, and not letters strictly. The detail of his reasoning need not be followed farther; but it may be briefly stated that his work resulted in determining approximately the values of eighteen characters, with the additional item that the word for "king" in Cypriote was the Greek word βασιλεύς. Unable to proceed further with the tablet, he tried the coins, and read, among other things, the names Evagoras, Pythagoras, Stasioikos, Stasiagoras, Evelthon; thus obtaining a few more characters. Returning to the tablet, he read the name Abdamelek (Abdimilcon), which name, though Phœnician, was lost from the Phœnician portion. In his second paper he gave a list of 54 characters, with values and the authorities for each, of which about 30 have proved to be approximately correct. To him is due the honor of discovering the clue, and of making the first real progress in deciphering the Cypriote writing. None of his successors surpass him in genius and brilliancy, though their scholarly attainments enabled them to accomplish a work which he was not qualified to perform.

Next in order, and indispensable in importance is the work of Dr. Samuel Birch, related in his article above mentioned. It is difficult to give a proper idea of the profound study, scholarship and ingenuity

displayed by him, without a long detail. His material was not sufficient to enable him to decipher the bronze tablet, but he showed that its date could not be later than 353 B. C., and that the language of the Cypriote writing is substantially Greek, besides deciphering some new characters. Just one mistake, apparently, was all that prevented him from anticipating Brandis, if not Schmidt. Speaking of the bi-lingual tablet, he says: * * "the first line transcribed into Greek characters is good Greek, the only question being whether the initial character is a κ or a τ . From other inscriptions it would appear to have the value of a τ , and it thus becomes the enclitic τ' of the Greeks. The Cyprians, it appears, did not use the word $\kappa\alpha\iota$ for 'and'; indeed, according to the small list of words known, the form was $\kappa\acute{\alpha}\varsigma$; but it does not occur, or has not been recognized in any published Cypriote text." Unfortunately for Birch, however, the character was κ and not τ . In spite of this mistake, however, he made many correct interpretations, even where his transliterations were wrong. Though less fruitful in positive results, his work was absolutely necessary as a basis for his successors.

Next in order comes Johannes Brandis, in his work above referred to. This, like those of Lang, Smith and Birch, is illustrated with Cypriote type, and of a style rather superior to theirs, though not perfect. It confounds some characters that are entirely distinct, and represents others by inferior forms. The types of De Luynes are rather the most faithful of all. Brandis' main success consisted in taking the hint from the above quoted remark of Birch, to correct his mistake and discover the word $\kappa\acute{\alpha}\varsigma$. This discovery was the "Hauptschlüssel," the chief key to his discoveries. His work is not as brilliant as that of either of his predecessors, but this one item was wonderfully fruitful in new words read, and in leading to the decipherment of new characters. He made many mistakes; some quite amusing; as, *e. g.*, interpreting the Phœnician Resheph Méchil as "Fiery Typhon." It proves to be Apollo Amyclean, as before stated.

Such was the state of progress when I commenced the study of the Cesnola inscriptions; but I was enabled to decipher several of them with more or less correctness; supplying by conjecture, on more or less basis, what was lacking, and sometimes differing very widely from my predecessors. I have been gratified to find some of my conjectures confirmed in later works of others, to have some others corrected, while in a few points the conjectures await the *experimentum crucis*.

Next in order, and far more complete and thorough than its predecessors, is the work of Moriz Schmidt. It is in autograph-lithograph, and contains a brief account of the labors of his predecessors, with the author's own attempts at deciphering, a short dissertation on the grammatical and dialectic peculiarities of the language, and copies of some of the inscriptions, with and without explanations. The author seems to have had access to all the literature on the subject, without exception (save trustworthy copies of the Cesnola inscriptions),* and to have made both thorough work and some brilliant discoveries. He has established the uniform syllabic character of the writing, has corrected many mistakes of Brandis, Birch and Smith, though at the same time confirming most of the consonant powers assigned by them to the characters, and has deciphered several new characters himself. He was the first to get at the real sense of the bronze tablet, as well as that of several other inscriptions. His work supersedes entirely, for practical purposes, all the preceding works except that of De Luynes.

The next contribution to the subject, and a most valuable one, is the work of Drs. Wilhelm Deecke and Justus Siegmund, noticed above; wherein, by the way, I find mention made of a short "Anzeige" of theirs in the "*Litteratur Centralblatt*" of 14 March, 1874, which I have not seen. Their main article was finished September, 1874, or about the time of my own article (not published) read before the American Oriental Society in New York. They anticipate me in the publication of several points, and confirm several of my conjectures as to sundry readings or transliterations. They also reach the same result for the value of the numerals on the Bronze Tablet of Dali, though by a somewhat different method. Their work consists of a rather brief but very ingenious and scholarly elucidation of the principles of Cypriote writing, with illustrative examples, and their reading and interpretation of twelve of the more important inscriptions. They correct several mistakes of Schmidt, both in deciphering the characters and in the reading and interpretation of words, and have added to the knowledge of the subject in nearly every direction. One of their most striking discoveries is that *i* (Semitic *iōd*, German *j*, English *y*) is used as a consonant in one set of syllables. At the end of their work is a lithographed table of the characters. Not to go further into particulars, the works of Schmidt and of Deecke and Siegmund are at present not

* Some of the inscriptions are wrongly figured and others are wrongly cited by him; e. g., on p. 8, he speaks of the longest inscription as probably in hexameters, and as ending with "χαπε." It is not in hexameters, and it ends with "χαπερε."

only indispensable for the student, but quite sufficient for his needs. Still DeLuynce's work is essential for its plates and for its historical and descriptive matter.

The language of the inscriptions is Greek, but not very easy to read. The time has not yet come for an attempt to set in order all its grammatical and dialectic peculiarities, nor to construct a vocabulary. It may be briefly stated, however, that it is allied to the Arcadian and the Doric, and presents many peculiarities of its own. It is not so widely different from the Attic as was at first supposed, but, on the other hand, some of its coincidences in form with the ordinary Greek are only accidental, the sense being quite different. In this paper, therefore, I shall only notice such grammatical and dialectic points as may present themselves in passing.

The characters are syllabic, there being one character for each of the vowels, *a, e, i, o, u*, with no distinction between long and short vowels. The other characters represent open syllables beginning with a consonant and ending with a vowel; the whole theoretic syllabary being tolerably complete, as the number of unknown characters is about enough to fill out the system.

No distinction is made between smooth, middle and rough mutes of the same organ, *e. g.*, the same character stands for *τα* in *τας*, *δα* in *ἑδάλιον*, and *θα* in *ἄθαρα*. The same character may stand for *κε, κη, γε, γη, χε, χη*. This fact constitutes the greatest difficulty in reading Cypriote.

The sibilant syllables are not perfectly understood. There appears to be a complete set of *s* syllables, *viz.*: *sa, se, si, so, su*; but of the *z* syllables only one, *za*, is known; and that may yet prove, as was thought at first, to be *γα*, a redundant character.

There are three digamma syllables, *wa, we, wo*; but the digamma must have been disappearing; as for instance, the genitive of *βασιλευς* is written indifferently *βασιλεως* or *βασιλεως*. But the use of the digamma syllable appears not only in words known to have been originally digammated; but perhaps to have filled a place very similar to that of *waw* in the Hebrew *scriptio plena*; and that even for the *o* sound, if not for others. Perhaps it also had the double force, as either consonant or vowel, of the Hebrew *waw*. Compare also the use of *u* and *v* in early printed books, and *w* (printed *uu*) in old English. These last two points need more investigation, however.

Three syllables begin with *i* as consonant (with the power of the Semitic *iod*, German *j*, English *y*). These are *ia, ie* and *ii*.

Iota subscript (adscript) is regularly written; but where it can be

supplied from one of a number of words in the same case it is frequently omitted, *e. g.*, *to, i, | te, o, | to, a, po, lo, ni, |* or *τφ θεω τω Ἀπο(λ)λωνι.*

A consonant appears never to be doubled (as is the case with the Semitic styles of writing), *e. g.*, Ἀπολωνι, just cited — although this particular case has a parallel in Greek, in the inscription on the Delphic brazen serpent made to commemorate the victory at Plataea.

Double consonants appear to be resolved into their constituent syllables; the vowels being determined by laws presently to be stated, *e. g.*, for *xi* we have *ki, ei*; for *xi*, *ke, eo*. One exception exists in the syllable *æ*, which is expressed by a single character.

There is no sign to mark the breathings.

In certain cases *n* is systematically omitted. Thus *pa, to*, stands for *παντων*; *a, to, ro, po, se*, for *ἀνθρωπος*. But whether the nasal sound was suppressed, as in some dialectic variations of certain words, or was pronounced while unwritten, is still uncertain.

Final *s* and final *n*, when written, are the syllables for *ss* and *ne*; like Hebrew *shewa* with final consonant, or silent final *e* in French and English.

Diphthongs are written in full and require two characters. Thus *a, ne, u*, for *ἄνευ*.

For *η*, and frequently for *ε*, the *i* vowel is often used, making it possible that the Cypriotes pronounced *η* like English "long *e*," as modern Greeks do. One example also hints at the same pronunciation for *υ*. But *η, ε* and *ι* continually change places. *Θεφ* is written both *te.o.i.* and *ti.o.i.* The preposition *ἐν* is commonly written *i*.

Besides the foregoing, it is requisite to know also the rules for joining together two consonants in one syllable. Until lately, all that could be said was that when two compatible consonants come together, with the same vowel, they could be joined in one syllable. Thus *ko.lo.ki.a.i.* stands for *Γολγθα*; *po.to.li.se.* for *πολις*. But we may now group the facts into the following rules: 1. When a word begins with two consonants, or when a syllable begins with a mute followed by a liquid, the first consonant is represented by a character having the same vowel as the second. Thus *ka.ra.u.o. me.no.ne.* stands for *κραυομενον*; *se.pe.o.se.* for *σπηος*; *a.ti.ri.ia. ta.ne.* for *α(ν)δρια(ν)ταν*.

2. In other cases in the body of a word, including cases where a syllable ends with a consonant, the character for the second consonant is that having the vowel of the first. Thus, *ta.sa.ks.* stands for *ταςς*; *ta.sa.te.* for *ταςδε*; *a.ra.ku.ro.* for *ἀργυρω*. This is

also the case when what would be a double consonant in ordinary Greek occurs. *E.g.*, *e.ke.so.si.* for *ἐξο(ς)σι*.

3. Perhaps also the rule existed that when three consonants occur together in a syllable, the character for the first is that having the vowel of the preceding syllable; and the second, that of the following. Thus *te.re.ki.ni.ia.*, a new word, meaning some kind of produce or revenue from land, may be read *τέρχνια*; and yet the reading *τρέχνια* is allowable, under the preceding rules.

Sometimes a division between two words occurs in the midst of a character itself. Thus *ta.na.ta.na.ne.* stands for *τὰν Ἀθαναν*.

There is also a difficulty in reading the inscriptions arising from the imperfect or defaced state of the stones, or terra cotta, or metal upon which they occur, as all are very ancient. Another difficulty arises from the similarity of different characters, caused by the ignorance or carelessness of the scribe or engraver. It will also appear that one may know perfectly the characters composing a word, and yet not be able to read it, even when its signification is known. A single pair of syllables might sometimes be transliterated in nearly thirty different ways; and, in long words, the difficulty sometimes increases according to the arithmetical rules governing combinations.

The characters, as far as known, represent the following syllables: it being premised that a smooth mute includes also the corresponding middle and rough, and a short vowel its corresponding long one. For the sake of uniformity, only smooth mutes are used in the romanizing.

<i>a.</i>	<i>e.</i>	<i>i.</i>	<i>o.</i>	<i>u.</i>
<i>ka.</i>	<i>ke.</i>	<i>ki.</i>	<i>ko.</i>	<i>ku.</i>
<i>ta.</i>	<i>te.</i>	<i>ti.</i>	<i>to.</i>	<i>tu.</i>
<i>pa.</i>	<i>pe.</i>	<i>pi.</i>	<i>po.</i>	<i>pu.</i>
<i>la.</i>	<i>le.</i>	<i>li.</i>	<i>lo.</i>	<i>lu.</i>
<i>ra.</i>	<i>re.</i>	<i>ri.</i>	<i>ro.</i>	<i>ru.</i>
<i>na.</i>	<i>ne.</i>	<i>ni.</i>	<i>no.</i>	—.
<i>ma.</i>	<i>me.</i>	<i>mi.</i>	<i>mo.</i>	<i>mu.</i>
<i>ia.</i>	<i>ie.</i>	<i>ii.</i>	—.	—.
<i>za.</i>	—.	—.	—.	—.
<i>sa.</i>	<i>se.</i>	<i>si.</i>	<i>so.</i>	<i>su.</i>
<i>wa.</i>	<i>we.</i>	—.	<i>wo.</i>	—.
—.	<i>xe.</i>	—.	—.	—.

Some characters also occur representing numerals which cannot well be discussed here. They seem, however, to show two systems of denoting numbers; one the decimal system, the other by groups

of fives; just as the Phœnicians used the decimal system, and also groups of threes.

As to the origin of this system of writing, it plainly bears marks of invention by a very competent mind or class of minds. Some portions of it, as *e. g.*, the three vowels *a, e, i*, were clearly a simultaneous invention by one mind. This writing appears quite at home in Cyprus ("Kittim,") the place where the Greek, Phœnician, Assyrian and Egyptian civilizations met, and it appears further to have derived something from each source. Its syllabic system is far more easy and perfect than either the cuneiform (Assyrian) or hieroglyphic (Egyptian), and while it has not the definiteness of the Phœnician as to its consonants, it is far less ambiguous as to its vowels. It is a few steps behind the Ethiopic alphabet. The Lycian alphabet presents some coincidences in form, but scarcely any in power. One form for *a*, or perhaps for digammated *a*, or *wa*, appears however to be identical with the Lycian *w*, as if the inventor had in his mind the Semitic use of the soft guttural *aleph* to support the *a* vowel, and as a *mater lectio*, and had tried to do the same with the digamma character. The characters for *u. ti. li. ra. ro. mi. se*, appear to have a Phœnician origin, and resemblances in the Greek alphabet. The digamma syllable *we*, as might be expected, is the Greek *H*, but turned on its side, as when used for the *i* vowel in Syriac. The character for *lo* is almost the same as the cuneiform (Assyrian) ideogram for "god" (Brandis took this character to be simple *l*, and compared it with the Hebrew *el*, god), and that for *pa* is identical with the same cuneiform syllable. Other more or less apparent resemblances occur, but would require too long discussion to be noticed here. Yet it ought to be stated that some forms are like those of the yet undeciphered Hamath inscriptions. The characters show considerable variation in form; some of it only a different style of handwriting, some fanciful, but some of it the result of age and progress, though of course anything like accurate palæography of the subject is out of the question.

Among the peculiarities in syntax, *ἀπο* and *ἐξ*, and perhaps *προ*, are followed by the dative; and *ι* (*ἐν*) by the dative and accusative.

Further knowledge will best be obtained from the inscriptions themselves. In giving them in Roman syllables, the lines are of course reversed.

The following, from the Cesnola collection, occurs between the feet of a broken off statuette, not numbered in the collection. It was the first which I deciphered. The numerals denote the lines of the inscription.

(1) *e.ko.to.se. | ka.te.sa.ta.se. | to.i. |* (2) *ti.o.i. | ta.pi.te. ki.si.o.i. |* (3) *i.tu.ka.i. | a.ke.ta.i. |* Or, in Greek, (1) Ἐγώτος κατέσταςε τῷ (2) θεῷ τᾰπίδεξιῷ (3) ἰ(ν) τυχα ἀγέθῳ. In English: "Egotos set [this] up to the god, the auspicious, in happy fortune." Here θεῷ is for θεῶ. The contraction τᾰπι for τῷ ἐπι is very strange, more so even in Cypriote than was thought at first. One short stroke more would have made the character read *to* instead of *ta*, which would have been more natural, and may have been intended.

The following is on a sculptured stone numbered 249 in the collection :

(1) *ti.a.i.te.mi. | to.i.te.o. |* (2) *to.a.po.lo.ni. | o.ne.te.ke. |* (3) *u.tu.ka. |* — (1) Διαίθεμι τῷ θεῷ (2) τῷ Ἀπο(λ)λωνι ὀνεθηκε (3) ὁ τυχα.—"Diaithemi laid [this] up as a votive offering to the god Apollo. Good luck." The omission of two iota subscripts will be noticed. ὀνεθηκε is the regular Cypriote spelling for ἀνεθηκε. The first character in the third line is a little doubtful, and some difficulty attaches to the first word of the inscription.

The following is on a block of stone whose use is not made out. It is wrongly figured and transliterated by Schmidt, and I cannot be sure that my solution is right. The stone is numbered 240 in the collection.

(1) *to.ti.o.se. to.wo.i. (2) no.a.i.sa. (3) e.ti. IIIF.*—(1) τῷ Διὸς τῷ φοι(2)νῷ αἰσα (3) ἐτι IIIF. According to this transliteration, the English would be: "Of the wine of Zeus a decree in the year IIIF." The numerals at the end I do not venture to read. The representation here is not quite perfect, as on the stone the last I and the F are joined at the base, and the F is inclined. ἐτι, for ἐτει, is not strange. Schmidt reads this inscription thus: τῷ Διὸς τῷ φοικῶ ἰσα, &c., i. e., "equal things in the house of Zeus," &c.; but that depends upon his arbitrary and false reading *ko.i.*, for the undoubtedly true reading *no.a*. Other conjectural readings present still more serious difficulties.

The following occurs on a fine alabaster vase, hollow, without bottom, in the possession of a native at Cyprus. It is communicated by Gen. Cesnola. (1) *po.pa.ke.i. (2) u.e.te.i.we.ii.* (1) πο Βακχει (2) ὑετρεν. "For the soaker Bacchus." If πο is for προ, we have it here with the dative; if for προς (Cypriote πος), it is natural enough. The last word is new, formed like a quasi patronymic from ὑετος—the moisture-inhabiting. Compare ὑεος (ὑεφος) the Hesychian form of ὕης, an epithet of Bacchus of same root and meaning.

The following is the most important of the Ceanola inscriptions, and of all the Cypriote inscriptions after the bi-lingual and the Bronze Tablet. It presents many unique difficulties, and has not been edited by any one else. Above the inscription is a sitting figure of Zeus, with sceptre, thunderbolts and eagle, and two other figures. There may have been a third figure, now broken off. The inscription is in four lines, with 98 characters, all but three legible; one being doubtful, and two illegible, and perhaps quite obliterated. It contains some unknown words, which, with the word (or two) containing the obliteration, cause considerable uncertainty to attach to other portions of the reading. A reliable translation of the whole is at present impossible. The following is only tentative, and not at all satisfactory. The Greek transliteration is given immediately beneath the corresponding Roman syllables.

- (1) *ka.i.re.te. | ka.ra.si.ti | wa.na.xe. | ka.po.ti | we.po.me.ka. |*
χαιρετε χραστι βαναξ κα ποτι βεπομεγα,
me.po.te.we.i.se.se. | (2) *te.o.i.se | po.ro. * * na.to.i.se. |*
*μηποτε βεισης θεοις προ * * νατοις*
e.re.ra.me.na. | pa.ta.ko.ra.i.to.se. | (3) *o.wo.ka.re.ti. |*
ήρηραμενα, πα(ν)ταχωραιτος, όνο χαρετι
e.pi.si.ta.te.se. | a.to.ro.po. | te.o.i. | a.le.tu.ka.ke.re. |
έπιστατης ά(ν)θρωπω, θεοι Άλη, Τυχα, Κηρ,
 (4) *te.o.i. | ku.me.re.na.i. | pa.ta. | ta.a.to.ro.po.i. | po.ro.po. |*
θεοι κυμερεναι πα(ν)τα τα ά(ν)θρωπων πο(ρ)ρωπων
o.i. | ka.i.re.te. |
φ, χαιρετε.

In line (1) *χραστι* is most likely *χρηστε*. The group *κα ποτι= και προς*, the last word being adverbial. *βεπομεγα* is awkward, but not altogether unreasonable. The group *me.po.te.we.i.se.se.* is troublesome. If correctly transliterated above, the second word would seem a newly-occurring subjunctive form from *βειδω*. I can hardly read it as *μηπω θεβεισης*. In line (2) I cannot supply the missing characters with any degree of probability, considering the marks on the stone. The group *e.re.ra.me.na.* I conjecture to be from *άρω* (*απαρισκω*). It may read *ήρ ήραμενα*, with *ήρ* for *άρα* (or possibly *αρι*-). The next word is probably the same as *πανταχωρητος*, a frequent word in Greek christian hymns. In line (3) *χαρετι* I take to stand for *χαριτι*. The reading of the last group in this line seems the best that can be made, though I know of no other deification of *Άλη*, wandering or distraction, and dare not take it as a form of the epithet of Athene. The three are feminine, as required by the (apparent) feminine plural participle

κυμερῆναι (or noun or adjective *κυμερῆναι*?) in the next line. A less probable conjecture is *Ἀλητυ κα Κηρ*—*Ἀλητυς*=*Ἀλη* and *κα*=*κας, και*. If either conjecture is true, we have final *r* represented by the syllable *re*, a good Cypriote analogy. In line (4) the participle(?) just cited appears to mean "controlling," as if allied to *κυβεργαω*. The group *po.ro.po*. I cannot read in a more satisfactory manner. Among many other conjectures are ideas from *πορος* and *πορω*, and of compounds of *προς* and *προ*. According to this transliteration, the following mixture of conjecture and translation will show the drift of the inscription: "Hail ye! O good Lord, and moreover great in utterance! Mayest thou never behold things fitting(?) to the — gods, O all-container! By whose grace, ruler of men, [ye] gods, Ale, Tucha, Kēr, gods controlling(?) all things that pertain to man, wherever afar to him, Hail!" The lines, perhaps, are poetry; in portions at least they appear to have a metrical structure. Part of the first line is an elegiac pentameter.

I cannot help remarking that the groups *ka.po.ti.*, *me.po.te.we.* *i.se.se.*, and *e.re.ra.me.na.*, may yet prove to be epithets of Zeus; as if the first was compounded of *κατα* and some derivative of *ποθη*; the second the negative *μη* and an adjective compounded of *πο* (*προ*) or *πος* (*προς*) and some other word, possibly from *θερω*; and the third analogous in composition to the conjectural *επομεγα*, from *αρω* and *μενος*, and meaning strength-provider, or the like, with the dative *θεοις* depending upon it.

But the most instructive of all the inscriptions is the Bronze Tablet of Dali, and I therefore append it; putting the Greek transliteration immediately beneath the corresponding Roman syllables. I claim nothing as original, however, except the English translation; a thing, I believe, never before attempted, if we except the attempt of Birch, which cannot be considered in any sense as a translation. The tablet is of fine bronze, inscribed on both sides, with 16 lines on one side and 15 on the other. It has a moveable ring by which it was hung up in the temple of Athene. The inscription is as follows:

<i>A</i> (1) <i>o.te.</i>		<i>ta.po.to.li.ne.e.ta.li.o.ne.</i>		<i>ka.te.wo.ro.ko.ne.</i>
ὦδε		τὰ(ν) πρόλιν Ἑδαλιῶν		κατεφύγων
<i>ma.to.i</i>		<i>ka.se.ke.ti.e.we.se</i>		<i>i.to.i.</i>
Μᾶδοι		κὰς Κητιέες		ἰ(ν) τῷ
				Φιλοκύπρων
<i>we.te.i.to.o.na.sa.ko(2)ra.u.</i>		<i>pa.si.le.u.se</i>		<i>sa.ta.si.ku.po.ro.se.</i>
πέτει		τῷ Ὀνασαγόραν		βασιλεὺς
				Στασίκυπρος
<i>ka.se.</i>		<i>a.po.to.li.se.</i>		<i>e.ta.li.e.we.se.</i>
κὰς		ἃ πρόλις		Ἑδαλιέες
				ἄνωγον Ὀνάσιλον

*to.no.na.si.ku.po.ro.(3)ne.to.ni.ia.te.ra.ne. | ka.se. | to.se. |
 τὸν Ὀνασικύπρων τὸν ἱατῆραν καὶ τὸς
 ka.si.ke.ne.to.se. | i.ia.sa.ta.i. | to.se. | a.to.ro.po.se. | to.se.i.ta.i. |
 κασιγνήτος ἰᾶσθαι τὸς ἄ(ν)θρώπος τὸς ἰ(ν) τῷ
 ma.ka.i. | i.ki.(4)ma.me.no.se. | a.ne.u. | mi.si.to.ne. | ka.sa.pa.i. |
 μάχα ἰκμα(μ)μένος ἄνευ μισθῶν, καὶ πα
 e.u.we.re.ta.sa.tu. | pa.si.le.u.se. | ka.se. | a.po.to.li.se. |
 εὐφρητάσату βασιλεὺς καὶ ἁ πτόλις
 o.na.si.(5)lo.i. | ka.se. | to.i.se. | ka.si.ke.ne.to.i.se. | a.ti.to.mi.si.to.ne. |
 Ὀνασίλω καὶ τοῖς κασιγνήτοις ἄ(ν)τι τῷ μισθῶν
 ka.a.ti. | ta.u.ke.ro.ne. | to.we.na.i. | e.xe.to.i.(6)wo.i.ko.i. |
 καὶ ἄ(ν)τι δοθέναι ἐξ τῷ φοίκω
 to.i.pa.si.le.wo.se. | ka.se. | e.xe.ta.i.po.to.li.ii. | a.ra.ku.ro. |
 τῷ βασιλέφω καὶ ἐξ τῷ πτόλιι ἀργύρῳ
 ††† | e.tu.wa.no.i.ie. | a.ti.to. (7) a.ra.ku.ro.ne. | to.te. |
 ἰάτα. ἥ δυνανοίη ἄ(ν)τι τῷ ἀργύρῳ τῷ(ν)δε
 to.ta.la.to.ne. | pa.si.le.u.se. | ka.se. | a.po.to.li.se. | o.na.si.lo.i. |
 τῷ(ν) ταλά(ν)των βασιλεὺς καὶ ἁ πτόλις Ὀνασίλω
 ka.se. | to.i.se. | ka.si. (8) ke.ne.to.i.se. | a.py.ta.i. | za.i. |
 καὶ τοῖς κασιγνήτοις ἀπὸ τῷ ζῶ
 ta.i.pa.si.le.wo.se. | ta.i.to.i.ro.ni. | to.i. | a.la.pi.ri.ia.ta.i. |
 τῷ βασιλέφω τῷ ἰ(ν) τῷ ἰρωνι τῷ Ἀλφριυάτα (?)
 to.ko.ro.ne. | (9) to.ni.to.i. | e.le.i. | to.ka.ra.u.o.me.no.ne. |
 τὸ(ν) χῶρον, τὸν ἰ(ν) τῷ ἔλει, τὸ(ν) χρανόμενον
 o.ka.to.se. | a.la.wo. | ka.se. | ta.te.re.ki.ni.ia. |
 Ὀ(ν)κα(ν)τος(?) ἄλφω καὶ τὰ τέρχνια
 ta.e.pi.o.ta. (10) pa.ta. | e.ke.ne. | pa.no.ni.o.ne | u.wa.i.se. |
 τὰ ἐπιό(ν)τα πά(ν)τα ἔχεν πᾶν ὄνιον ὕφαις
 za.ne. | a.te.le.ne. | e.ke. | si.se. | o.na.si.lo.ne. | e.to.se. |
 ζᾶν ἀτελήν ἥ κέ σις Ὀνάσιλον ἥ τὸς
 (11) ka.si.ke.ne.to.se. | e.to.se. | pa.i.ta.se. | to.pa.i.to.ne. |
 κασιγνήτος ἥ τὸς παῖδας τῷ(ν) παιδων
 to.no.na.si.ku.po.ro.ne. | e.xe.to.i. | ko.ro.i. | to.i.te. (12) e.xe. | o.ru.xe. |
 τῶν Ὀνασικύπρων ἐξ τῷ χωρῷ τῷδε ἐξορύξη,
 i.te.pa.i. | o.e.xe. | o.ru.xe. | pe.i.se.i.o.na.si.lo.i. | ka.se. | to.i.se. |
 ἰδέ πα, ὃ ἐξορύξη πείσει Ὀνασίλω καὶ τοῖς
 ka.si.ke.ne.to.i. (13) se. | e.to.i.se. | pa.i.si. | to.na.ra.ku.ro.ne. |
 κασιγνήτοις ἥ τοῖς παισὶ τὸν ἄργυρον
 to.te. | a.ra.ku.ro. | ††† (14) ka.se. | o.na.si.lo.i. | o.i.wo.i. |
 τὸ(ν)δε ἀργύρῳ ἰάτα. Καὶ Ὀνασίλω οἴφω
 a.ne.u. | to.ka.si.ke.ne.to.ne. | to.na.i.lo.ne. | e.we.re.ta.sa.tu. |
 ἄνευ τῷ(ν) κασιγνήτων τῶν αἰλων ἐφρητάσату
 pa.si.le.u. (15) se. | ka.se. | a.po.to.li.se. | to.we.na.i. | a.ti. |
 βασιλεὺς καὶ ἁ πτόλις δοθέναι α(ν)τι

ta.u.ke.ro.ne. | *to.mi.si.to.ne.* | *a.ra.ku.ro.* SIII IS (16) || *ti.e.* |
 τὸ(ν) μισθὸν ἀργύρῳ 97 [or 16] μν. 'E. (?)
e.to.ko.i.ia. | *pa.si.le.u.se.* | *ka.se.* | *a.po.to.li.se.* | *o.na.si.* (B. 17) *lo.i.* |
 ἡ δωκοίτη βασιλεὺς καὶ ἁ πτόλις 'Ονασίλω
a.ti. | *to.* | *a.ra.ku.ro.* | *to.te.* | *a.ru.ta.i.* | *za.i.* | *ta.i.pa.si.le.wo.se.* |
 ἁ(ν)τὶ τῷ ἀργύρῳ τῷδε ἅπὺ τᾶ ῥᾶ βασιλέως
ta.i.ma.la.ni.ia. (18) *i.* | *ta.i.* | *pe.ti.ia.i.* | *to.ko.ro.ne.* |
 τᾶ Μαλαντία τᾶ πεδία τὸ(ν) χῶρον
to.ka.ra.u.o. (?) *me.no.ne.* | *a.me.ni.ia.* | *a.la.wo.* | *ka.se.* |
 τὸ(ν) χρυρὸ(?)μενον 'Αμηνία ἄλλω καὶ
ta.te.re. (19) *ki.ni.ia.* | *ta.e.pi.o.ta.* | *pa.ta.* | *to.po.e.ko.me.no.ne.* |
 τὰ τέρχνια τὰ ἐπιό(ν)τα πά(ν)τα, τὸ(ν) ποεχόμενον
po.se. | *to.ro.wo.* | *to.tu.ru.mi.o.ne.* | *ka.se.* | *po.* (20) *se.* |
 πὸς τῷ ῥόφῳ τῷ(ν) Δρυμίων (?) καὶ πὸς
ta.ni.e.re.ii.ia.ne. | *ta.se.* | *a.ta.na.se.* | *ka.se.* | *to.ka.po.ne.* |
 τὰν ἱερέϊαν τᾶς 'Αθάνας καὶ τὸ(ν) κᾶπον
to.ni.si.mi.to.se. | *a.ro.u.ra.* (21) *i.to.ti.wo.i.te.ni.se.* |
 τὸν ἱ(ν) Σί(μ)μιδος ἀρούρα τὸ(ν) Διφείθεμις
o.a.ra.me.ne.u.se.e.ke. | *a.la.wo.* | *to.po.e.ko.me.no.ne.* | *po.se.* |
 ὁ 'Αραμνεὺς ἦχε ἄλλω τὸ(ν) ποεχόμενον πὸς
pa.sa.ko.ra. (22) *ne.* | *to.no.na.sa.ku.ra.u.* | *ka.se.* | *ta.te.re.ki.ni.ia.* |
 Πασαγοραν τὸν 'Ονασαγόραν, καὶ τὰ τέρχνια
ta.e.pi.o.ta. | *pa.ta.* | *e.ke.ne.* | *pa.no.ni.o.se.* | *u.* (23) *wa.i.se.* |
 τὰ ἐπιό(ν)τα πά(ν)τα ἔχεν πανωνίως ὕφαις
za.ne. | *a.te.li.ia.* | *i.o.ta.* | *e.ke.* | *si.se.* | *o.na.si.lo.ne.* | *e.to.se.* |
 ῥᾶν ἀτελία ἰδ(ν)τα ἢ κέ σις 'Ονάσιλον ἢ τὸς
pa.i.ta.se. | *to.se.* | *o.* (24) *na.si.lo.ne.* | *e.xe.ta.i.* | *za.i.* | *ta.i.te.* |
 παῖδας τοὺς 'Ονασίλων ἐξ τᾶ ῥᾶ τᾶδε
i.e.xe. | *to.i.* | *ka.po.i.* | *to.i.te.* | *e.xe.* | *o.ru.xe.* | *i.* (25) *te.* |
 ἰ ἐξ τῷ κᾶπῳ τῷδε ἐξορύξη, ἰδὲ,
o.e.xe. | *o.ru.xe.* | *pe.i.se.i.o.na.si.lo.i.* | *e.to.i.se.* |
 ὃ ἐξορύξε πείσει 'Ονασίλω ἢ τοῖς
pa.i.si.to.na.ra.ku.ro.ne. | *to.te.* | *a.ra.ku.ro.* (26) *ne.* SIII | SII
 παισὶ τὸν ἄργυρον τό(ν)δε, ἀργύρων 97
ti.e. | *i.te.* | *ta.ta.la.to.ne.* | *ta.te.* | *ta.wo.pi.ia.* | *ta.te.* |
 μν. 'E. (?) ἰδὲ τὰ ταλά(ν)των τάδε τὰ ῥέπια τάδε
i.na.la.li.si.me.na. | (27) *pa.si.le.u.se.* | *ka.se.* | *a.po.to.li.se.* |
 ἰνα(λ)λαλισμένα βασιλεὺς καὶ ἁ πτόλις
ka.te.ti.ia.ne. | *i.ta.ti.o.ne.* | *ta.na.ta.na.ne.* | *ta.ne.pe.re.*
 κατέθειαν ἱ(ν) τὰ(ν) θιὸν τὰν 'Αθάναν τὰν περ'
 (28) *ta.li.o.ne.* | *su.no.ro.ko.i.se.* | *me.lu.sa.i.* | *ta.se.* | *we.re.ta.se.* |
 'Εδάλιον συ(ν)νόρκοις μὴ λῦσαι τὰς ῥητὰς
ta.sa.te. | *u.wa.i.se.* | *za.ne.* | (29) *o.pi.si.si.ke.* | *ta.se.* | *we.re.ta.se.* |
 τίςδε ὕφαις ῥᾶν ὅπι σίς κε τὰς ῥητὰς

ta.sa.te. | lu.se. | a.no.si.ia.wo.i. | ke.no.i.tu. | ta.sa.ke. | (30)
τάσδε λύση, ἀνοσία φοι γένοιτο. Τὰς γε
xa.se.ta.sa.te. | ka.se. | to.se. | ka.po.se. | to.se.te. | o.i. |
ζᾱς τάσδε κᾱς τὸς κᾱπος τὸςδε οἱ
o.na.si.ku.po.ro.ne. | pa.i.te.se. | ka.se. | to.pa.i.to.ne. |
Ὀνασικύπρων παῖδες κᾱς τῶ(ν) παίδων
o.i.pa. (31) i.te.se. | e.ke.so.si. | a.i.we.i. | o.i.to.i.ro.ni. | to.i. |
οἱ παῖδες ἐξο(ν)σι αἰφεῖ, ο(ῖ) i(ν) τῶ ἱρωνι τῶ
e.ta.li.e.ii. | i.o.si.
Ἐδαλιέτι ἱῶσι.

A careful reading of the transliteration will be the best commentary, though for some of the most troublesome points the work of Deecke and Siegismund will be of great help. Several new words will be seen, with much other matter of deepest interest to the Greek scholar. The names sound much like those mentioned in the fifth book of Herodotus; and the time of the tablet is that of the Persian rule in Cyprus. Further commentary will be suggested by the following translation:

"The Medes and the inhabitants of Citium, in the year of the Philocyprî that is of Onasagoras, caused the city of the Idalians to swear as follows: King Stasicyprus and the city, the Idalians, commanded Onasilus, of the Onasicyprî, the physician, and his brothers, to heal the men that were wounded in the battle, without compensation; and accordingly the king and the city bound themselves to Onasilus and to his brothers, instead of the compensation and instead of *taukerôn*, [an unknown word meaning 'honoraria,' or 'medical services,' probably], to give from the house of the king and from the city, XI talents of silver; or that instead of these talents of silver, the king and the city would give to Onasilus and to his brothers, from the land of the king which is in the Alpheriian sacred inclosure, the tract that is in the marsh that borders on the meadow of Oncas, and all the *terchnia* [another unknown word, meaning some kind of produce or revenue] that come thereon, to have every thing for sale, except the land, without taxes. If any one shall eject Onasilus or his brothers or the sons of the sons of the Onasicyprî from this tract, behold thus: he that ejects shall pay as satisfaction to Onasilus and to his brothers, or to his sons, the aforesaid silver, [to wit,] XI talents of silver. And to Onasilus alone, without the others, his brothers, the king and the city bound themselves to give, instead of *taukerôn*, the compensation of XCVII silver Idalian minæ; or that the king and the city would give to Onasilus, instead of the said silver, from the land of the king, that is the Malanian plain, the tract that borders Amenias' meadow, and all the *terchnia* coming thereon, which lies next to the stream of the Drumii and to the priestess of Athene, and to the inclosure which is in the arable land of Simmis, which Diithemis the Aramnean had

for a meadow, which lies next to Pasagoras the [son] of Onasagoras, and all the *terchmia* coming thereon, to have them as they come, for general sale, without taxes, except the land. If any one shall eject Onasilus or the sons of Onasilus from the said land in the said inclosure, behold, he that ejects shall pay as satisfaction to Onasilus or to his sons, the aforesaid silver, [to wit,] XCVII silver Idalian minæ. Behold, as to the aforesaid matters of the talents, these words given interchangeably the king and the city have set up in the [temple of] the goddess Athene who is round about Idalium, with mutual oaths not to violate the said agreements, except the land. Whoever shall at any time violate these said agreements, may it become unholiness to him. These aforesaid lands and these inclosures, the sons of the Onasicypri, and the sons of their sons, who may dwell in the sacred inclosure of Idalium, shall possess forever."

There is some doubt about the proper names, and also about the numerals, and the word "minæ;" otherwise the rendering is reliable. With regard to this style of compensating physicians, compare Herodotus III, 129, ff, and Diodorus I, 82, f. The rest of the mass of interesting matters must be left for the present.

The accompanying Plates comprise a Syllabary, with the three most noted Cypriote inscriptions referred to in the foregoing. Plates I and II are the Syllabary; Plate III, the Bi-lingual of De Vogüé and the Bi-lingual of Dali; Plates IV and V the two sides of the Bronze Tablet of Dali.

[A page of Addenda and Corrigenda prepared since the foregoing article was stereotyped, is annexed to the plates.]

ADDENDA AND CORRIGENDA.

Since the foregoing paper was read, I have had an opportunity of seeing the various Cypriote relics in London, Paris, Cyprus and elsewhere, and am able to make the following additions and corrections :

Page 50, line 2. For "De Hammer," (the Latinized name), read "Von Hammer."

Page 50. Since seeing the "*Tabula Iasi*," or "*Tabula Iasiaca*," I have become entirely convinced that it is a late fabrication, and no antique at all. There is nothing either Coptic or Cypriote about it. The figure mentioned is on the *edge* of the tablet. I am also informed by Gen. Cesnola that Fabretti, the curator or superintendent of the Museum of Turin, is of the same opinion, and, if he could, would remove it to the lumber room of the museum.

Page 50, line 17. For "locksmith," read "junk-dealer."

Page 50, line 34. For "Musée du Louvre" read "Cabinet des Medailles et Inscriptions de la Bibliothèque Nationale."

Page 51, line 2 of note. For "x x" read " * *," (two stars.)

Page 53. First note. The difficulty numbered "1st" exists only in the published copies. On the stone itself, as I can testify from actual observation, the character in question is a well-formed *Ka*; the horizontal bar being quite distinct. The copy on Plate III therefore needs a slight correction.

Page 54, note. On studying the bi-lingual stone itself, I was enabled to decipher a few characters not hitherto read; and I can now make the following corrections:

(1) At the beginning of line (1) *dele* "a," and substitute "*ve. te. i.*"

(2) At the beginning of line (2), just before the syllable *me*, insert "[?] *Ko*."

(3) Also, the stars at the end of lines (1) and (2) should be removed (both in the Roman syllables and in the Greek transliteration), as the lines are not broken at the concluding end.

(4) In the Greek transliteration insert the word "*Férei*" at the beginning of line (1). Also insert "[?] *γό*" (as a part of the word), before the fragment "*μεναν*" in line (2). Also in line (1) for "*κα' Eδάλια*" read "*κα' τ' Eδάλια*;" and either *dele* "[*ορτος*]" or transfer it to beginning of line 2.

In line 8 from bottom, for "[*επαγό*] *μεναν*," read "[*επα*] *γόμεναν*."



























































































































































Page 61, line 18, for "*mater lectio*" read "*mater lectionis*."

Page 65, line 3 (2d line of Roman syllables), for | *to. se. i. ta. i.* | read " | *to. se. i. ta. i.* | ." This division mark appears in the tablet, though wanting in the published copies.

Page 67, translation. Instead of "the Philocypri" the reading may be "Philocyprus;" also for "the Orasiocypri" "Orasiocyprus" may be the true reading. Both points are doubtful, however.

CYPRIOTE SYLLABARY. Pl. I.

1. a. *, **, *, **, /, *
2. e. *, **, *, **, =, +, -, *, **, *, **, *, **, etc.
3. i. *, *, *, *, etc. (e. y?)
4. o. ≡, ≅, ≍, ⊥, ⊥, ⊥, ⊥.
5. u. γ, x, γ, γ, γ, etc. m? n.
6. ka. ⊥, ⊥, ⊥, ⊥, ⊥, ⊥, ⊥, ⊥, ⊥
7. ke. *, *, *, *, *, *, *, *, etc. (see 51.)
8. ki. ⊥, ⊥, ⊥, ⊥.
9. ko. Λ, Λ, Λ, Λ, Λ, Λ, Λ, Π, etc. ∩?
10. ku. *, *, *, *
11. ta. ⊥, ⊥, ⊥. (Also a numeral = 10?)
12. te. ⊥, ⊥, ⊥, ⊥, ⊥, ⊥, etc.
13. ti. ⊥, ⊥, ⊥; ⊥, ⊥, ⊥, ⊥, ⊥, ⊥.
14. to. F, F, F, F, F, F, F, λ,
15. tu. ⊥, ⊥, ⊥, ⊥, ⊥, ⊥.
16. pa. ⊥, ⊥, ⊥, etc.
17. pe. ⊥, ⊥, ⊥. (Also a numeral = 5?)
18. pi. ⊥, ⊥?
19. po. Λ, ∩, ∩, ∩, ∩, ∩.
20. pu. ⊥, ⊥?
21. la. ⊥, ⊥, ⊥.
22. le. ⊥, ⊥, ⊥.
23. li. ⊥, ⊥.
24. lo. ⊥.
25. lu. ⊥.
26. ra. ⊥ ⊥ ⊥, ⊥, ⊥.

- 27.re. , , , , .
- 28.ri. , , , , , .
- 29.ro. , , , , , , , .
- 30.ru. , , .
- 31.na. , , , , .
- 32.ne. , , , , , ? .
- 33.ni. , , , , , .
- 34.no. , , , , , , ?
- 35.ma. , , , , .
- 36.me. , , , , , , , , , ? , .
- 37.mi. , , .
- 38.mo. , , , , .
- 39.mu. .
- 40.ia. , , , , ,  } *i Consonant, like*
 41.ie. , , ? ,  } *German j, or English y.*
 42.ii. , .
- 43.wa. (Digamma) , , , , , , .
- 44.we. " , , , .
- 45.wa. " , , , etc., .
- 46.sa. , , , , , , .
- 47.se. , , , , , , , , .
- 48.si. , , , , , , , , , , , , , , , , , , , , , , , , , , , , , .
- 49.so. .
- 50.su. .
- 51.za.  (or perhaps ga.)
- 52.xe. , , , , .

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Bi-Lingual et De Vegués.

一、六、四、二、五、三、七

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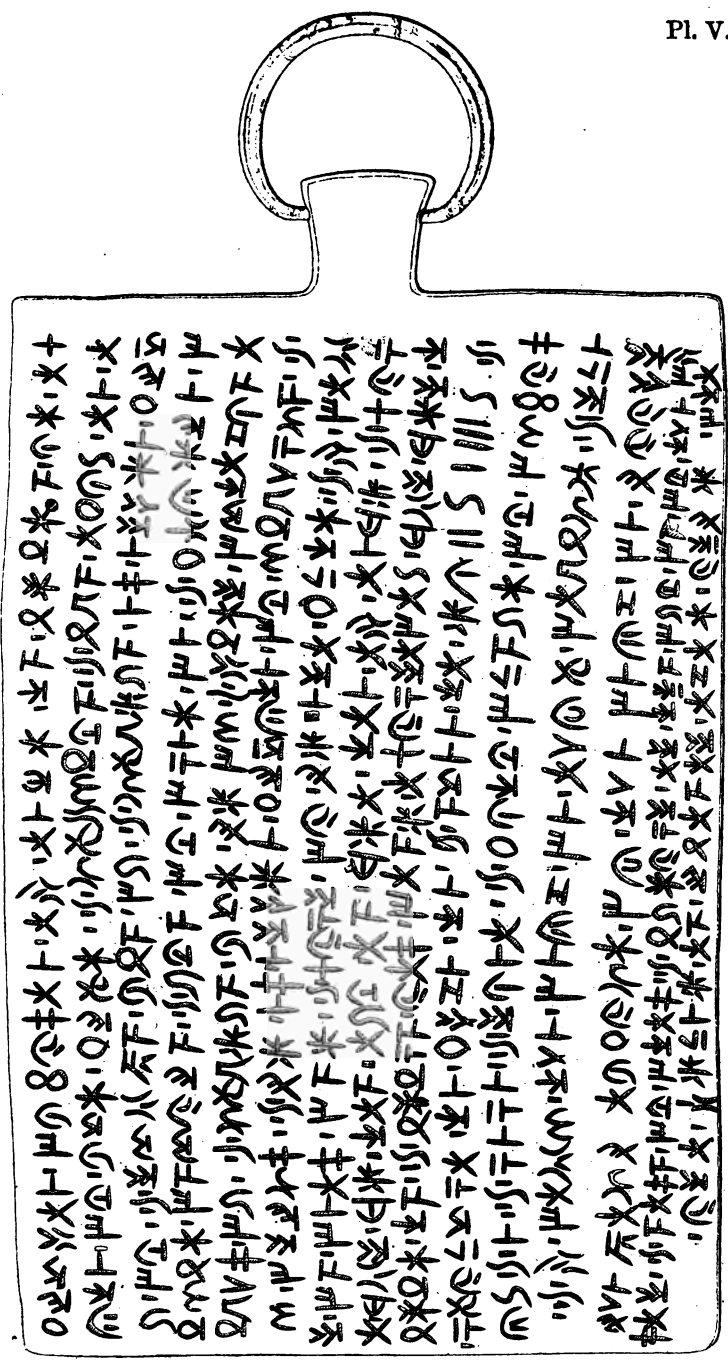
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Bi-Lingual Tablet of Dolk



Bronze Tablet of Dali. II.

LATIN PRONUNCIATION PRACTICALLY CONSIDERED.

BY PROFESSOR TRACY PECK, A. M.,
Of Cornell University.

In the subject of Roman orthoëpy there are two paramount elements—(1) the proper sounds of the letters, and (2) the relative time for the utterance of the syllables. The problem is thus both qualitative and quantitative.

The exact ancient pronunciation of the Latin language can, of course, never be fully known. (1) Pronunciation is the utterance of vocal sounds, and sound is so individual and subtle that it defies complete analysis and description. Sound passes away with each particular occasion, and unless we hear the speaker himself, we must despair of knowing exactly how he vocalized his thoughts. Even the most circumstantial and scientific accounts of foreign sounds have the same objective vagueness that inheres in descriptions of unfamiliar colors and perfumes. A glance at the grammars of modern languages shows what insuperable difficulties are experienced in the endeavor to convey unmistakably the writer's conceptions of the sounds, and this though the sounds thus written about may be native to the writer. The difficulties are naturally enhanced in the case of a language remote in time and space from both teacher and pupil.

But (2) even if the abstract subject were easy, the Romans have left us no scientific treatment of the proper sounds of their language. Phonology is a modern science. Detailed discussions in regard to the physiology, the pathology, the acoustics and the mathematics of vocal utterance were comparatively unknown to the ancient Romans. Language with them was a means to an end, cultivated for practical purposes and with little reference to the physics or metaphysics of its sound.

(3) Even if the Romans had bequeathed to us scientific treatises on the subject, the technical terms employed by them could hardly be fully intelligible to us, and we should be puzzled to decide between their own conflicting theories and practices in pronunci-

ation. To every living person the Latin is a foreign tongue, and this fact forms an immediate and immovable barrier to the perfect fullness of our knowledge. We know that the Romans themselves, at the period of the greatest purity of their language, differed in regard to many points in pronunciation. Thus Cicero, Brutus, §§ 170, 171:—Tum Brutus, Quid tu igitur, inquit, tribuis istis externis quasi oratoribus? Quid censes, inquam, nisi idem quod urbanis, praeter unum, quod non est eorum urbanitate quadam quasi colorata oratio? Et Brutus, Qui est, inquit, iste tandem urbanitatis color? Nescio, inquam; tantum esse quendam scio. Id tu, Brute, jam intelliges cum in Galliam veneris: audies ibi quidem etiam verba quaedam non trita Romae, sed haec mutari dediscique possunt; illud est majus, quod in vocibus nostrorum oratorum retinnit quiddam et resonat urbanius. Nec hoc in oratoribus modo apparet, sed etiam in ceteris. Quintilian, vi, 3, 107: Meo quidem iudicio illa est urbanitas, in qua nihil absonum, nihil agreste, nihil inconditum, nihil peregrinum neque sensu neque verbis neque ore gestuque possit deprehendi. These passages clearly reveal an unmistakable, though not easily defined difference between the pronunciation of the capital and that of the provinces and the country. Final *s*, preceded by *u*, and followed by a consonant, was sometimes recognized and sometimes ignored. In Ennius, Lucretius, and even in the fragments of Cicero's poetry, it was often discarded, and Cicero's statement (Orator, § 161) is very instructive: Quin etiam, quod jam subrusticum videtur, olim autem politius, eorum verborum, quorum eadem erant postremae duae litterae quae sunt in *optimus*, postremam litteram detrahebant, nisi vocalis insequeretur. Ita non erat ea offensio in versibus, quam nunc fugiunt poetae novi. In regard to the same point, Quintilian says (ix, 4, 38): Quod reprehendit Luranus, Messala defendit. The persons thus differing were critics at the court of Augustus. It is clear from Catullus' amusing poem (84) that some Romans managed the letter *h* as awkwardly as do some of our English friends:

Chommoda dicebat, si quando commoda vellet
Dicere, et insidias Arrius hinsidias.

Julius Cæsar seems (Quint. i, 7, 21) to have settled the old dispute between *-imus* and *-ūmus* in favor of the former. The much discussed "Patavinitas," which Asinius Pollio censured in Livy (Quint. i. 5, 56; viii, 1, 3), may have been in point of pronunciation. Whatever it was, and even if the charge was but an instance of

Pollio's hypercriticism, the story is valuable as showing that there were subtle differences in the speech of the cultivated Romans.

Enough has been said to prove how empty are the claims of those who maintain that they have recovered, in all its particulars, the exact pronunciation of the ancient Romans. Approximate accuracy is the most that we can ever hope to attain.

But there are certain peculiar considerations in regard to the Latin that do much to facilitate the problem of its pronunciation.

(1) The exceptionally late development of the Latin literature made the orthography subserve the orthoëpy, and thus we have the very great advantage of dealing with a phonetic language. Rome had become a powerful republic, sending its legions and its laws into many provinces, before a pure literary sense appeared. The early Romans understood indeed the value of oratory as a means of political influence, and the importance of a written record of their past, their jurisprudence and the forms of their worship; but not till late in the third century before Christ, under Greek influence, and with apparent reluctance, were the first essays made in native letters. As soon as a native literature appears, it bears the genuine Roman stamp of almost military precision and uniformity. But one dialect was recognized throughout Italy and the provinces. The grammar was wonderfully consistent and correct. Compared with Greek or with modern cultivated languages, the Latin shows surprisingly few solecisms or syntactical irregularities. The Romans were a strongly practical people. Having no finely-spun theories in regard to the written language, other than as a vehicle for the preservation of the spoken language, they naturally and sensibly wrote down for the eye what came to them through the eye or the ear. We should expect, then, from the late appearance of the Roman literature and from the practical character of the Roman people that the language would be phonetic, and this expectation is confirmed by the most positive statements of the grammarians. Thus Quint. i, 7, 30, 31: *Ego (nisi quod consuetudo obtinuerit) sic scribendum quidque judico, quomodo sonat. Hic enim est usus litterarum ut custodiant voces et velut depositum reddant legentibus: itaque id exprimere debent quod dicturi sumus.*

So, too, epitaphs, gathered in large numbers from near and remote places, show a wonderful uniformity in the spelling of evidently uneducated people. It is an axiom that illiterate persons spell words according to their sound. If, then, their spelling coincides with that of the educated, it is clear that the language was written phonetically.

(2) The Latin, in its best period, seems to have lacked sounds of peculiar difficulty. We meet no such shibboleths as the Sanskrit and Greek aspirates, the French nasals, the German gutturals or the capricious English *zh*. In transliterating Greek words the Romans first expressed, as well as they could, the foreign sounds with their own much smaller alphabet. Later, they borrowed letters and sounds from the Greek, but only when their language and literature had degenerated were they ambitious of exactly reproducing the delicately distinguished Greek sounds by inventing new characters and by other devices. With such advantages at the start, it would be a reproach upon Latin scholarship if earnest efforts were not made to realize the ancient pronunciation. In fact, by such efforts patiently carried on in different times and countries, and by independent and different methods, a result has been reached which may, without presumption, be called the restored pronunciation. That system, so far as it essentially deviates from the "English method" of speaking Latin, is as follows :

VOWELS.

Each vowel had, in general, a single elementary sound. Though position somewhat modified the quality of this sound, yet the only important vocal distinction between "long" and "short" vowels was that of quantity. The following are approximate English equivalents of these vowel sounds :

<i>Long.</i>		<i>Short.</i>	
a as in	father.	a as in	dogma.
e as in	they.	e as in	valley.
i as in	machine.	i as in	unity.
o as in	pole.	o as in	police.
u as in	rude.	u as in	put.

DIPHTHONGS.

In pronouncing the diphthongs, each element should have its own individual sound. But as these two sounds are made with a single emission of breath, the practical analogues in English are these :

ae (or ai) as <i>aí</i> in	<i>aíale</i> .	ei as <i>eí</i> in	<i>veín</i> .
au as <i>ou</i> in	<i>house</i> .	eu as <i>eu</i> in	<i>feud</i> .
oe (or oi) as <i>oí</i> in	<i>oil</i> .	ui as <i>uí</i> in	<i>suite</i> .

SEMI-VOWELS.

j uniformly like	<i>y</i> .	v uniformly like	<i>w</i> .
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CONSONANTS.

c always like	<i>k</i> .	s always like <i>s</i> in	<i>sit</i> .
g always like <i>g</i> in	<i>get</i> .	t always like <i>t</i> in	<i>till</i> .

It was the original purpose of this paper to present the arguments upon which this system is based, but the voluminous and easily accessible literature that has appeared on the subject in the last twenty years makes it advisable to assume the essential correctness of the theory, and inquire whether we shall, in our institutions of learning, practically adopt it.

This restored pronunciation of Latin, as it was at the time of the greatest purity of the language, is recommended because

I. It is approximately correct. Though the problem is beset with very great difficulties, and though the lights by which we proceed are often feeble, sometimes misleading, yet the cumulative argument from a variety of sources is so great as to justify the general tendency to accept in theory and adopt in practice the system proposed. Our Latin utterance must, of course, always be that of foreigners. We at once detect the alien birth of many of those who, for many years, have been talking very grammatical English all about us. The English and the Americans are separated by wide divergences in intonation, emphasis, pitch, etc.; though we boast of having no dialects in America, yet the speakers from Boston, New York and Louisville betray at once certain local peculiarities of pronunciation, and in every American village there are those who swear by Webster, others who speak according to Worcester, and others still who, with intelligent independence, refuse to follow the orthoëpical eccentricities of either of these lexicographers. It is, then, no reasonable objection to the restored pronunciation of Latin if there are, and are always to be, differences in theory and practice on some points. The ancients, as has been shown, differed among themselves in many particulars, and we but expose ourselves to deserved ridicule if we maintain that we have discovered the exact and only proper pronunciation. (1) In Cicero, Quintilian and the later grammarians, we find many comparisons of the proper sounds of certain letters with well-defined sounds in nature; minute directions in regard to the position of the organs of speech for the utterance of certain letters; statements that certain letters are superfluous, as, any two of *c*, *k* and *q*; descriptions of the methods and results of certain combinations of letters and syllables; instances of onomatopœia and of punning, which amount to nothing except on this system; from all which a pretty clear idea of the Roman orthoëpy can be gathered. In these authorities very minute matters are discussed, and since they say nothing about letters changing the quality of their sound according to their posi-

tion, as *c*, *g*, *t* and *s*, before the different vowels, the argument from such consistent silence is of very great weight.

Very positive, too, are the statements that the Romans distinguished, in time of utterance, long and short vowels. Cicero, Orator, § 173: *In versu quidem theatra tota exclamant, si fuit una syllaba aut brevior aut longior. Nec vero multitudo pedes novit, nec ullos numeros tenet nec illud quod offendit, aut cur aut in quo offendant intelligit; et tamen omnium longitudinum et brevitatum in sonis sicut acutarum graviumque vocum iudicium ipsa natura in auribus nostris collocavit.* Quintilian, ix, 4, 46, 47: *Rhythmi, id est numeri, spatio temporum constant, metra etiam ordine; ideoque alterum esse quantitatis videtur, alterum qualitatis. . . . Longam (syllabam) esse duorum temporum, brevem unius etiam pueri sciunt.* Suetonius, Nero, 33: *Morari eum (Claudium) desisse inter homines, producta prima syllaba, jocabatur.* (2) The methods of transcribing and transliterating Greek into Latin and Latin into Greek give much light. For governmental, commercial, literary and social purposes, intercourse between Greece and Rome was so great that the two languages, apart from their generic relationship, were inevitably often used as interpreters each of the other. If the practical Roman wished to borrow or use a Grecian word (and he borrowed and used very many) he naturally cast about in his own alphabet for those letters which could best reproduce in Latin form the sound of the Greek original. He was no impracticable theorizer in such matters; he knew nothing of the difference which so annoys and wastes us moderns between the written and the spoken word. Thus when he wrote of *Κιλικία*, he spelled *Cilicia*, using *c* as best conveying to his ear what *κ* had conveyed. So the Greek, when writing of Roman objects and names, acted on the same common-sense principle. He therefore spelled *Scipio* and *Celsus*, *Σκιπίων* and *Κέλσος*. We further find very instructive examples of Latin words in Greek characters, as, *φηκίτ* (*fecit*), *ποντιφικες* (*pontifices*). (3) Very suggestive and almost conclusive is the difference in the orthography of certain words, as, *cumba*, *cymba*; *pulcher*, *pulcer*; *Caecilius*, *Caecilius*; *Gracchi*, *Gracci*; *dice*, *dico*; *audacter*, *audaciter*. Further light comes from numerous poetic licenses, as *coëpit* (Lucr. iv, 619) and *siluä* (Hor. Od. i, 23, 4) as trisyllables; *gēnva* (Virg. A. V, 432) as dissyllable. (4) The argument is confirmed by the system of paradigms. We look for changes in the vowels of words for intensive, weakening and other considerations; but a radical change in the essential and persistent part of the word, as inheres in the English way of pronouncing *ago*, *agis*,

ico, iois, locus, loci, acer, acrior, cado, incido, would be against all reason and analogy. In English, even against the analogy of our capricious language, we keep up the radical sound, as, *give, gave, given*: why not say *give, gave, given*: *get, got, gotten*? The absolute silence of the Roman writers in regard to such a fundamental change in the sound of the root of a word, seems conclusive evidence that there was no such change. (5) The historical argument is corroborated by the testimony of inscriptions, epitaphs, scratchings upon walls, etc. Allusion is here made to the simple statements of fact, spontaneous expressions of feeling, outpourings of grief, etc., of the illiterate Romans. The written language of such people naturally coincides with the spoken language, and the possession of such records is of immense help toward the pronunciation.

If the system advocated rests upon such a variety of historical bases, there should be no question about adopting it. Weighed with the truth, of what significance to the conscientious student are considerations of supposed facility or convenience, the analogies of one's own language, preferences for arbitrarily assumed sounds, blind reverence for tradition, or fear of ridicule? But, waiving the historical argument and assuming that the question is merely one of expediency, the restored pronunciation is further urged, because

II. It greatly facilitates the whole subject of etymology. (1) Inside the Latin itself, if each letter always retains its own sound, the relationship of words is not lost by vocalic variations of the root, by changes in derivation, declension, conjugation, composition, etc., as, *ago, egi*; *acer, acies, acuo*; *amicus, amici, amicitia*; *cado, cecidi*; *capio, incipio*, etc. (2) Infinitely more evident become the affinities of Latin to cognate languages; thus, to Greek: *cera, κηρός*; *cio, κίω*; *gemo, γέμω*; *Circe, Κίρκη*; to the Germanic branch of our family, as, *ager, acker, acre*; *ceva, kuh, cow*; *Caesar, Kaiser*; *gelidus, kalt, cold*; *vigilo, wachen, wake*. The same comparison might be extended to the Sanskrit, Gothic and Celtic languages. This is not the proper occasion to speak of the peculiar fascination of the study of comparative philology, or of the manifold valuable results already derived therefrom. Nor can it be reasonably said that the connections between Latin and cognate languages are sufficiently evident to the eye on the printed page without all this regard for the sounds of the words compared. Every teacher knows how much is gained if the facts with which he is dealing can be conveyed to the pupil by more than a single sense, and it is a gratuitous injustice and hardship if the aid of the ear is to be denied us in tracing the affinities of the Latin. Grimm's Law for

the permutation of consonants has poured a flood of light upon this subject; but its practical value depends much upon detecting by the ear the application of the law to consonants of the same organ of utterance.

III. It greatly aids in keeping apart things really different, but which other methods constantly tend to confound. A main advantage of the study of Latin is the discipline that comes from carefully marking distinctions and detecting differences, as, *e. g.*, the delicate gradations of meaning that the same word may have; the differences of so-called synonyms; the subtle interchange of moods and tenses; the exact force of different prepositions, and the differences between prepositions and simple case-endings or postpositions; the changed meaning or peculiar emphasis secured by deviating from the ordinary arrangement of words and clauses. The ancient pronunciation extends this invaluable habit to the sounds as well as to the forms of the language. By the English method, *fur* and *fer* are not distinguishable by the ear; nor are *cervus*, *servus*; nor *lêvis*, *lêvis*; nor *cêdent*, *caedent*, *sêdent*, *sêdent*. If such words, so unlike in form and meaning, had been sounded alike, the temptation to pun with them would, with Cicero at least, have been irresistible. By giving to each letter, in all situations, its own sound and its own relative time, such confusions vanish at once.

IV. If we would appreciate the rhythmic character of the best Latin prose and the music of Latin poetry, we must read and speak the language according to quantity. It has already been shown that the Romans sharply distinguished in utterance long and short vowels. Their exquisite sensitiveness to the correct sound of their language at first appears surprising and almost discouraging. But the orators of Rome spoke to be heard, not to be read; the poets read aloud their productions to throngs of listeners, and dramas were composed not for closet study, but for actual presentation upon the stage. We miss very much if we conceive of the literature of Rome in connection with books, newspapers and other outgrowths of modern civilization. All modern methods of pronouncing Latin deliberately ignore quantity—a fundamental feature in the ancient system. A horror of “false quantities” is indeed inculcated, but by “false quantity” is only meant *falsely placed accent*, which is in no wise the only essential point. In fact, if the quantities be properly observed, accent will take care of itself. Of course, the system pre-supposes practical familiarity with the quantity of all syllables in a word, and such knowledge requires long and patient study. But if the pupil at the very outset is trained to carefully

distinguish, in time of utterance, long and short vowels, and is drilled in the very valuable exercise of reading Latin aloud and of speaking memorized Latin, his progress will be very rapid, and in due season he will be able to pronounce the master-pieces of Roman literature with fluency, grace and approximate correctness. Certainly, only by such practice can we hope, with full intelligence, to enjoy the sonorous movement and balance of Cicero's periods, the majestic march of the verse of Lucretius, and the exquisitely melodious cadences and wonderfully artistic blending of prolonged and shortened sounds in the lyrics of Catullus and of Horace. Some who are willing to practically accept the ancient sounds of the letters hesitate about adopting the quantitative feature of the reform, because it seems to them so very alien to all our notions, and insuperably difficult. By parity of reasoning it might be urged that we foist upon Latin the English order of words, use of tenses, moods, prepositions, syllabication, etc.: it would, *e. g.* be a saving of time, and more in accordance with English analogy to make monosyllables of the Latin *miles, sine, vice*, etc. In other studies the difficulty of a subject is no reason for abandoning it, but rather a motive and an inspiration to more zealous and persistent efforts to labor and to conquer. Must we renounce the sweet companionship of Horace because the thought of some of his Odes eludes our most skillful grasp? We toil patiently over French and German in the faint hope of some day approximating the Hanoverian and Parisian style and accent of those tongues. Why do we hesitate to regard Latin as a foreign — as a very foreign language, and to treat it accordingly? But I am convinced from observation and from the testimony of others that the difficulties anticipated are greatly exaggerated; but even if they are not, does it not become us to strive for the highest standards in every field of study, and to hold the same lofty ideals before those whom it is our privilege to influence?

V. Another recommendation of the ancient system is its great simplicity. Each letter has in all its situations the same sound, nor is there good reason for supposing that these sounds are difficult of attainment. To long vowels is given twice the time for their utterance that is given to short ones. Letters are combined according to laws that are definite and simple. So, too, by always giving to each letter its independent, unmistakable sound, the orthography becomes phonetic, and is thus greatly facilitated.

VI. The proposed system will furnish aid in many educational and disciplinary problems. Latin is usually the first foreign language studied, and the habit once formed of projecting one's self as far as

possible into all the peculiarities of one language must be a valuable preparation for properly taking up other languages. The sounds, too, of many of the letters reappear, as already familiar, in other ancient and in modern languages. The effect of the deliberate, orotund method of enunciating Latin must be favorable upon our English utterance, by correcting a vicious tendency to keep our mouths too much closed in speaking, and to slur over letters, syllables, and even words. The careful attention to quantity—to pitch and to time—will help to develop a sense of rhythm and of music as well as prepare the pupil for the quantitative feature in most of the languages of continental Europe. The thoughtful pupil will experience a delightful relief that confessedly false systems no longer tend to obscure the real character of the language. By trying to talk Latin with ancient correctness we may well have a better and more sympathetic insight into the solidity, the military precision, the majesty and the dignity of the world's ancient conquerors.

VII. This is the only system which can ever be universally adopted. Analogies and mongrel methods have been attempted, but they excite dissatisfaction and ridicule. Earnest scholars will not be bound by compromises and lazy devices. This is a skeptical age, when tradition and fashion are no longer the sufficient credentials of any system of faith or conduct. Classical scholarship has long been reproached with being ultra-conservative, with refusing to reap the fruits of research. A Latin scholar who travels among educated peoples not unfrequently has occasion to hear and to speak Latin, and for convenience's sake there should be only that difference in pronunciation which there always must be among those who use a foreign language. Diplomats meet in international parliaments, and find in French or in English a satisfactory means of communication. Ecclesiastics in ecumenical councils, and scholars in convention from distant nations ought not to be mutually unintelligible because of obstinately clinging to confessedly wrong methods of pronouncing Latin. The tendency the world over is to this system. The Latinists of continental Europe are discussing the substitution of the ancient for their national systems. The professors of Latin at Oxford and Cambridge have proposed the scheme to the famous English schools, in many of which it is now used. Harvard College, the largest and the oldest of eastern colleges, and Michigan University, the largest and most vigorous of the western seats of learning, use the system exclusively, as do many colleges and schools between these representatives of conservative New England and the progressive West. Nearly all the new and revised gram-

mers that have appeared among us in the last few years give the preference to the restored pronunciation.

At Cornell University this system has been used nearly four years. I have closely watched the feelings with which my students have accepted the reform, and then the influence of the change upon their Latin and general scholarship, and the considerations which I have urged to-day are mainly based upon the substantial success of what I can no longer call an experiment. It certainly is not feasible or desirable that much time in a university course be given to matters of pronunciation. The system, to be even more successful, should be introduced to the student at the outset of his work in Latin, when the nature of the subject and the age of the learner are more favorable to the full acquisition and naturalization of such a pronunciation, and I deem it both a duty and a privilege to commend the subject on this occasion to the attention of those who are engaged in elementary instruction.

And, finally, though in the interests of Latin scholarship and of all allied scholarship I deeply feel the importance of restoring, as far as we can restore, the pronunciation of the ancient Romans, let it not be supposed that I regard this as the one essential factor in the far larger and grander problem of education. Latin orthoëpy is but one of the many elements, which, in their wise and earnest combination, are well calculated to secure for us and for those whom we are molding, the riper culture and the nobler living that should come from the faithful study of that language which is so uniquely majestic and symmetrical and which enters so largely into the warp and woof of many modern languages; from the study of that literature which for dignity, sublimity, grace and versatility recognizes but one rival among the literatures of the world; from the study of that people whose eventful career constitutes so full and so important a chapter in the story of our race, and perpetuates itself in so much of our best civilization.

PRACTICAL EDUCATION.

BY PRINCIPAL SAMUEL G. LOVE, A. M.
Of Jamestown Union School and Collegiate Institute.

The proposition will not be disputed, I think, that the great majority of the teachers of the State of New York, except those of the larger cities, are supplied from our colleges, academies, and academic departments of union schools. The colleges furnish principals for the academies and high schools; and these in turn fill the rank and file of the great army throughout the State. From these institutions thousands of young men and women go out every year, to engage in the vocation of teaching. This calling they pursue for a few terms or years, and then drop into other avenues, to be seen no more in the ranks of the teacher.

Many of them, however, remain at the work during life, pursuing its duties and labors, and carrying its burdens and responsibilities as a profession. Their present attainments, and their hopes for the future, are the legitimate fruits of the instruction received in these institutions.

I assume, then, that this body of instructors, this Convocation, is responsible more or less directly for the condition of education in the State to day; responsible for what has not been done, that ought to have been done in behalf of the children and youth; and responsible for the successive steps to be taken hereafter for the improvement of educational schemes and work, and the perfection of the system of instruction with which we are so directly connected.

It must be borne in mind, that these thousands of young people who leave the institutions which we represent, and engage in teaching, are the work of our hands. As we have instructed them, so will they teach others. If we have given them no hints, no available suggestions of the best methods of dealing with the little ones that gather around them daily, if we have not inspired them with the love of knowledge and culture as the sure aids to happiness and usefulness; so will they neglect and ignore the leading, the chief duties of the office, and leave their pupils but little if any

better than they found them. If we refuse to consider the wants, the necessities of the primary schools, if we turn our backs to the faults in our system of instruction, of whatever grade, and disregard suggestions for improvement in any department of school instruction, then must our schools suffer in proportion, and the children and youth be denied the advantages justly due them. We, as members of this body and as teachers, have done this to some extent, and to this is mainly due the fact that our common schools have made but little improvement in the past twenty-five years, little in comparison with what might have been accomplished, if we had as persistently labored in behalf of the foundation of school instruction, the common school, as we have for the superstructure, the high school and the college.

I know we have received but little encouragement from the State, and in this behalf I need only say that many of the academies send out from forty to fifty teachers annually, receiving for all labor and time expended upon them barely \$200, and sometimes even less, if the red of the tape varies from the tint prescribed.

The foregoing must be my apology and vindication, if I need them, for the manner in which I propose to treat the subject under discussion, viz.: Practical Education.

I trust I shall not suffer the imputation of depreciating the proper sphere of work for the Convocation, if my remarks are limited mainly to the wants and condition of our primary and secondary schools, or perhaps I should say to the system of common-school education. It may be justly said, perhaps, that the subject has not been properly stated, or does not fit the tenor of remark; since the object will be to make a few suggestions for the improvement of plans and methods, rather than to define what practical education is or should be. In regard to this, let me add, that after the subject was submitted, it was determined to speak more plainly than could be done under the original method of treatment.

My first proposition is that our schools do not allow (perhaps I should say require) sufficient bodily activity. By the present system the pupils are required to be in the school-room from five to six hours. In some schools the teachers take the responsibility of shortening this time by a small fraction. And how is this time passed in the main? On a hard, unyielding seat, in a constrained position, by the side of unwelcome, not to say unwholesome companions, in foul air more or less, in listless, sleepy restlessness, conning tasks of a purely abstract and uninteresting nature, for which the child has not the least use, and can not see the remotest purpose; or

solemnly repeating words and sentences dull and prosy by long familiarity. And thus the day wears on. If the reputation of a good, attentive scholar has remained unsullied, it is because the youth has made a noble sacrifice in behalf of the teacher.

This may be a somewhat extreme statement, but in its main features, and in the general effect, it is claimed to be truthful.

We should remember that all through childhood there is a pure pleasure in exercise. Incessant motion is the attendant of every waking moment. The bones and muscles are thus developed and strengthened. The laugh of joy and the sob of sorrow alike fill and expand the lungs, promote the action of the heart, and increase the circulation of the blood in every part of the body. The new experiences ever thronging the pathway of the young life afford healthful and invigorating exercise for the brain. Is the school-room the place in which these things are likely to be accomplished? Surrounded by its walls, will the mind and body of the child receive the greatest tendency to development and strength? Then let the time of confinement therein be the shortest possible, and each moment brightened by a clear and definite purpose. If you are still incredulous, visit our primary, secondary and mixed schools daily for months and years, and you will, I confidently believe, assent to the general proposition. And granting that there is but a small portion of truth in the position taken, is it not fraught with danger to the health and strength, bodily and mental, of the youth?

Is this the method of nature for training youth? In this way can we hope to make real noble men and women of the tender, pliant offspring that throng our homes and schools?

To shake your confidence in the confinement of school, you have but to take your own boy and follow him for one day. Give him his liberty under proper restraints, and mark the difference between his experiences as chosen by himself, and that of the school. He is from seven to twelve years of age, and is the first man out in the morning, has surveyed the premises, and duly noted for reporting to you at the breakfast table any thing that has gone amiss; where you first met him, perhaps, there he plies you with queries which indicate that his mind is active, comprehensive, and too far reaching for you, who may have studied much and reflected more. The meal over, he does your errands, fills your commissions whatever they may be, with promptness and despatch. Then he plays marbles with a half-dozen companions, quarrels with as many more, holds three or four counsels of war and congresses of peace with his mates, climbs half the trees in the neighborhood, visits many

things curious and interesting a mile or two away, and dines most heartily; after which, if you succeed in keeping him quiet five minutes, he takes a glorious nap, and is then up and out again, seeing, hearing and questioning, with eagerness and zeal till the evening hour arrives. Then he drops into your study, where he finds you with a friend or two discussing questions of philosophy, history, or it may be the current events of the day, to all which he listens with rapt attention, of which he thoroughly convinces you when the friends are gone and you are alone with him. On the corner of your table are his school books. Running them over you are surprised at the difference between the lessons he learns in them and the schemes and thoughts of the day just departed.

To the objection that the pupil is kept in the school-room but a small portion of the entire day, and but from four or five days in the week, we reply that constant activity of both mind and body are required, and should be encouraged, and other restraint is dangerous, and compromises possible attainments. As the health and sometimes the lives of men and women are sacrificed by one or two exposures, so may the body of the child lose its vigor, the seeds of disease be sown, and the mind be dwarfed by a few days' unwarranted confinement in the cheerless walls of the school-room.

The second proposition is that the pupil, from the first, is required to learn and master abstractions. He labors with abstract ideas, conveyed to his mind in abstruse terms.

Instead of quickening and sharpening the senses, he is set to work on symbols and characters which have no meaning or interest, until he has mastered a certain amount of material, and even then he only succeeds in calling words mechanically, without a due apprehension of their meaning. Our children should be taught objects and things, and not abstractions. Let the senses be continually exercised, under the directing, guiding hand of the teacher, giving the child abundant experience in the formation of ideas in the mind, and the formulating of thoughts which he can clearly express verbally, and he is then prepared to attempt the mastery of printed and written letters, words and sentences. There must be knowledge and intelligence, to a definite extent, before there can be expression.

Undertake to awaken and develop the senses, and through these give him capital to work with, instead of requiring him to gather thoughts from books which were made chiefly for the profit of the author and the dealers.

The little one goes over and over, again and again, the letters and

words, by the direction of his teacher, until a few sentences are learned, when the great work of reading is begun, and this, I think, most of us will agree in calling a naming of words in the sentence, however short and simple, mechanically. The little fellow may struggle never so faithfully to conceive and express the thought, but he usually fails utterly. He knows how to talk when he has any thing to say, but to read a thought that he never had in his life, while he may have had far greater ones, is a task he is not equal to. The wide difference between his reading and his talking may be readily illustrated. Stepping into one of our primary schools not long since, just as a class in the first reader was called, a boy undertook this sentence, in about this way, the teacher's attention being taken by the visitor. "See the cat"—at this point another boy laid his hand on the reader's book, and he exclaimed, "take your hand away or I will hit you! run."

It is often urged that our schools produce but very few good readers; may the fact not be due to this unnatural method of primary instruction. The child is set to uttering other people's thoughts, of which he knows little and cares less, and without power or culture sufficient to make them his own. It does not answer the argument to reply that they must be explained to him, when we often find it so difficult and trying to transfer written or printed matter into living thought.

It seems to me that the curriculum for the right education of children is quite reversed. When the child enters school, the cultivation of the intellect is made the objective point, and the senses are left for future consideration, or to his own good sense and better judgment in riper years.

And this brings us to the third proposition; that the youth leave our schools with their intellects, their understanding of things poorly developed. They may have read books, many novels, some history, less of current events, but the book of nature has never been opened. They know there is a vegetable kingdom, and what they could not help learning, they know; and in the academy, if that point has been reached, may have examined a few flowers. But the study of plant life, its characteristics and habits, original and climatic differences, form no part of their intellectual culture. The same thing may be said in a great measure of the entire realm of natural history. True, the pupil has read what you and other writers have said upon this and other subjects, but he is for the most part an entire stranger to original research. His knowledge has been chiefly obtained from books, and hence his thoughts are

based upon the thoughts of others, and his power of originality circumscribed and measured by information obtained at second-hand.

It is through original, personal research that the mind of the child is best developed and strengthened. Any other method unnaturally stimulates or stupefies, and tends to early decay or life-long dulness and torpor. Your thoughts and mine may be of some interest to the young pupil, but it is very slight compared with seeing, hearing, tasting and handling for himself. The true basis for intellectual development and culture, lies only in the free exercise of the senses and perceptions, which I am constrained to believe the present curriculum of our common schools does not afford. Again, our system of education has no definite aim, except to furnish a limited general culture.

The common schools are justly liable to the charge, that they send out their pupils with a very small amount of practical knowledge. The youth from the rural districts entertains the notion that a little arithmetic and some book-keeping will enable him to transplant himself to the town or the city with the best assurances of success. The experiences of repeated failure finally bring him to a realizing sense of his error. The question of bread, livelihood, is not considered to any extent in the common-school course. Those young people who are to become farmers, mechanics, merchants, have laid no foundation in the school for the pursuits they are to follow. Things, objects with which they are to deal all their lives, have never been made the subject of study and investigation. What have they been doing? Why, reading, writing and ciphering. Even a practical system of penmanship is seldom obtained. The very best copy books are placed before the pupils, with letters and words correctly and beautifully written, and these he must imitate. Character is revealed as clearly in the penmanship as in the expression of the face, and why not permit the child to develop his own chirography under suitable direction and restraint; and it seems to me he would do this, if he were set to writing his own thoughts. You remember that we have only lately learned that drawing taught by the method of copying is of no account whatever. If the pupil wrote for the purpose of expressing a readable thought, instead of merely making a well-formed letter or word, he would constantly improve as he wrote. It is not claimed that the common school shall become an industrial school, or that it shall give instruction in any subject as a speciality. But it ought to do this: first, to expunge certain old features from the present curriculum, and fill the

vacancies with the new ideas already admitted to be valuable; second, to take the body of the child, as well as the mind, under its care and consideration; third, to teach all subjects with reference to their practical utility, following closely the methods of nature at every step.

My last proposition is that our public schools teach no system of morals, in fact scarcely treat of the subject at all except as it becomes necessary in the management of refractory pupils. We are a nation without a code of morals. We have proclaimed a free religion, and so every man claims the right to adopt a creed of morals suited to his taste and convenience. Thus he cuts and covers through life, unless, unfortunately, he runs too sharply afoul of the popular sentiment, or undertakes to fleece the public of too many thousands, through his peculiar doctrines. He may yet come through all right if he patronizes some powerful institution, or "puts his money where it will do the most good."

There are many grades of religious sentiment, from the pure and noble utterances of the faithful man of God, all the way down to the wild imaginings of the unlettered freedmen of the South. This fact makes it possible for a person to be very religious without being very moral.

Who of you have not had servants or employees on your premises, very pious, very devoted, and yet clandestinely supplying, from your substance, the hungry mouths of their dependents and friends? Do you call them hypocrites? I do not; they were only living out the religion and the morals in which they had been instructed.

In the home instruction of our little ones, have we not mistaken smart, cunning, poetical sayings for true piety? Through our false instructions and example, they are permitted to speak familiarly and almost sacrilegiously of the great Creator. Instead of opening their minds with caution and reverence to the truths and principles of their relations to the allwise, eternal God, with glib tongue we undertake to bring Him down to their feeble comprehension; of course they obtain erroneous views, which sooner or latter they find out, and then comes indifference, and finally contempt for all moral and religious instruction.

The Sabbath School wields a large moral influence, but it does not last through the week, any more than the best of Sunday services will restrain some church-goers from vice and sin, the six following days. What we want and must have, is an acknowledged system of morals, as far reaching as the utmost acts and thoughts of the child and youth, carved out of the public necessities of the

present, and the aspirations for better things in government affairs, in social life, and religious experience in the future; and this system must be ingrained into the life of the teacher, to be again mingled in the daily and hourly instructions; not as reproof, but with the solicitude of a guide and friend. The habit of living rightly will save many a youth from sin in mature years. Under the right kind of instruction, such habits may be formed by the pupil as will make him strong to resist temptation, fearless in the discharge of known duties, and the utterance of correct thoughts in the face of opposition.

Whatever may be the standard of religious faith, or our reliance upon it, we certainly need a better, more clearly defined moral code, one that every teacher, be he saint or sinner, must approve and teach; that will enable the pupil to determine accurately, what is right and what is wrong, decide promptly to be governed by the highest motive, and continue persistently in well-doing.

Before concluding this paper I ask your patient attention to a few affirmative considerations in relation to our common schools.

And first, we need and should have a new curriculum; one that will expunge some of the old, and adopt the new views of education; one that will be more practical, by adapting itself to the bodily, as well as the mental, condition of the pupil; one that will make it a leading object to develop and sharpen the senses and perceptions first, and then the intellect together with these; one that will constantly point to the industries without encroaching upon the true sphere of technical education, and one that will make the moral elevation of the children and youth a subject of active, permanent interest. I am constrained to believe that it is the duty of the board of Regents of the University, and this Convocation, to take prompt measures to carry into effect this much needed reform. It must be entered upon with due caution, and the progress should be gradual; but the field is ripening for the harvest, and only awaits intelligent, industrious workers. Other States are already at the work, and we are to be followers, but let us follow closely and surely.

Secondly, the course of instruction in the teachers' classes should be revised, enlarged, and adapted to the requirements of the new education. Our teachers will have to be better educated, but that will not hurt them; and there is no doubt that they will soon welcome the new order of things. We may confidently hope, too, that the State will take hold of the work, and lend a strong, helping hand,

as soon as it shall be demonstrated that the teachers' classes are not mere dodges to secure the \$200.

Thirdly, the principles and methods of the Kindergarten should be engrafted upon our common-school system. It may not be politic or possible to make use of them entire; but they certainly afford valuable suggestions and aids to the teacher who is anxious to bring the youth of this fair land to the inheritance of their best estate.

Finally, teachers of Academies and Union Schools, whether this body take any action upon this subject or not, it is our duty, as individuals, to renew our allegiance to the interests of the common schools, to make this department of education a leading object of study and research, with a view to the best welfare of the youth of this State, and to the discharge of our obligations as instructors. And since we cannot shirk the responsibility, if we would, let us meet it with the avowed purpose of doing well for the cause of civilization.

PRONUNCIATION OF ANCIENT GREEK: SHALL IT BE ACCORDING TO ACCENT, OR ACCORDING TO QUANTITY?

BY PROFESSOR JESSE A. SPENCER, S. T. D.,
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Some months ago I received a communication from the Bureau of Education at Washington, asking me to state how, or on what system, we pronounce the Greek language in the College of the City of New York. This inquiry, I presume, has been addressed to others in charge of schools and classes in Greek, and clearly indicates a laudable desire and purpose, on the part of the head and managers of the bureau, to collect information at least, on this subject, in the hope, probably, that some uniform system may ultimately be agreed upon by Greek scholars in the United States.

If the members of the Convocation think, as I have little doubt most of them do in their hearts, that this is a rather dry and profitless topic on which to ask them to listen to a paper, I will frankly say that, were I in their place, I should entertain the same sentiment. I may remind them, however, that, two years ago, the Convocation listened with interest to a capital paper, by a gentleman of this city, on the study of "Greek in our Preparatory Schools," and last year we were treated with a spirited and forcible argument on Latin pronunciation; hence, I hope I may be allowed to shelter myself on this occasion under the implied interest in Greek afforded by the communication from Washington, and also that the learned gentlemen and ladies present will listen, as patiently as they can, to some remarks, having a practical end in view, on the *Pronunciation of Ancient Greek*, specially, whether it shall be according to accent, or according to quantity.

I. First, then, as preliminary to an intelligent discussion of the question before us, allow me to give a brief historical sketch of what may be called *the facts of the case*.

The Greek language, as it has come down to us, in its written form, has one noticeable peculiarity, viz., that there are certain marks called accents, placed on some one of the last three syllables of words. We have the words and sentences, as Homer and the

great poets, historians and philosophers used them, and as that noble patriot spake —

——— "Whose resistless eloquence
Wielded at will that fierce democratic,
Shook the arsenal, and fulminated over Greece
To Macedon and Artaxerxes' throne ;"

and to these, in cursive manuscripts especially, and in printed books, we have the accents regularly and invariably attached. The use of these accentual marks reaches back probably some fifteen centuries, and in the estimation of the best scholars they are not only ornamental and useful for various purposes, but are even essential to the completeness of the ancient Greek to us of modern times, who cannot claim to be able to use it as if it were vernacular. We may, and we must assume as certain, that the Greeks of the olden time pronounced their mother-tongue on some settled system, and that, with no greater difference than we see and know to exist in all living languages, the pronunciation was substantially the same, as far as any such thing is possible, from the early days of its glorious literature even down to the period when Greece sank under successive invasions and conquests, and the ancient Greek was no longer the tongue of the people of the land.

Professor Sophocles, of Harvard College, himself a native of Greece, and therefore, in so far, a more than ordinarily competent witness, in his excellent manual on the "History of the Greek Alphabet and Pronunciation" (1848), and in the Introduction to his "Greek Lexicon" (1870), takes the ground that, although the Greek, as late as Constantine, and even to the sixth century, was really ancient Greek in the proper sense of the words,* yet, that the pronunciation had, in numerous and vital points changed. He, also avers that the Romaic or modern Greek, of which the earliest literature we have dates back to the middle of the twelfth century, cannot claim for its system of pronunciation an earlier date than the seventh or eighth century of the Christian era. "The ancient Greek," he says, from the beginning of the twelfth century to the taking of Constantinople, 1453, "was obsolete, i. e., was no longer understood by the masses," whose dialect henceforth was the same as the Romaic or modern Greek.†

* See "Greek Lexicon of the Roman and Byzantine Periods (from B. C. 146, to A. D. 1100)." By E. A. Sophocles. Boston, 1870; large 8vo. pp. 1188.

† Sophocles' "Glossary of Later and Byzantine Greek," in the "Memoirs of the American Academy of Arts and Sciences," Vol. VII., 1860. See also, "History of the Greek Alphabet," etc., p. 92; and Introduction to "Greek Lexicon," p. 9, 10.

After the fall of Constantinople, learning, in any just sense of the term, was confined to the clergy and some few besides. Learned Greeks at this date, driven out from home, emigrated to Western Europe, where (except, perhaps, in Italy) there was no knowledge, or next to none, of the Greek language in any form whatever. Of course, on the revival of Greek learning, those who engaged in teaching the language used the prevailing pronunciation of their day. This was simply and entirely according to accent; and as Johann Renschlin, or Capnio, a distinguished German scholar and writer, was also a teacher of eminence, in the latter part of the fifteenth and beginning of the sixteenth century, his name was employed as a convenient appellative of this system. He and his followers in this matter (the well known Melancthon among them) were called *Iotucists*, because of the curious fact that this sound of long *e* (representing *iota*) is given to no less than six vowels and diphthongs in modern Greek (i. e., *η*, *υ*, *ει*, *η*, *οι*, *υι*.) For a while this system of pronunciation went on unquestioned; however anomalous it may and must have appeared in some respects, it was adopted nearly every where. Early in the sixteenth century, however, Renschlin's contemporary and friend, the illustrious Dutchman, Geert Geert's, better known to us by the Hellenized form which he gave to his name, Erasmus, of Rotterdam, set himself earnestly to oppose this system; and as he held and taught that the vowel *eta* [*η*] has the sound of *ey* or *ay* (in *they* or *pray*), he and those who agreed with him were denominated *Etacis's*. It was in 1528 that Erasmus published his famous "*Dialogus de recta Latini Græcique Sermonis Pronunciatione*." There is a good deal of dry, grim sort of humor in this dialogue of some 60 pages in the folio edition of his works. The chief speakers are a bear and a lion; and by his witticisms and amusing anecdotes, no less than by his sensible, acute and learned discussion of the subject, Erasmus succeeded in convincing the larger part of scholars of his day, that we must pronounce ancient Greek according to the quantity of long and short vowels and diphthongs, and also that the modern Greek fails to represent at all adequately or properly the pronunciation of the ancient language. Since his time, the Erasmian system has preponderated in the colleges and schools, although various efforts have been made, during the last and present century, as well by modern Greek scholars in their own land, as by others in England and on the continent, to overthrow it, and establish upon its ruins the modern Greek mode of pronunciation.

Not to dwell upon the views set forth toward the close of the eighteenth century, by Dawes (1745), Foster (1761), Horsley (1796), and others, I may state that the most vigorous and thorough-going advocate, whom I know, of the Romaic system, is Professor Blackie, of Edinburgh. He is certainly one of the best Greek scholars of our day, and has written largely upon this whole subject of Accent, Quantity, Rhythm, Metre, etc.* In his "philological inquiry," as he terms it, into "the pronunciation of Greek" (1852), the venerable professor contradicts Erasmus and his followers very pointedly; he is quite sarcastic upon the "pedantic prejudice," and "sheer ignorance," of those who deny that the modern Greek is the same as the ancient; he says that the learned Dutchman just named was the first to disturb the traditionary Byzantine pronunciation, and the first who strove to "erect an ideal pronunciation made up of erudite conjecture and philosophical argumentation;" he affirms on his own part, that the Greek was not dead at all, as a spoken language, at the taking of Constantinople in 1453; he holds, in opposition to Sophocles and the best authorities, that, although the language drooped and became diseased, so to speak, under the Turks and Venetians, yet, since 1789, it has revived almost completely; and, in an outburst of enthusiasm, he declares that we now have the language of Homer and the old Greek poets as good as ever, and that this language lives, in the tongue of the present inhabitants of Greece, and lives in a state of purity without a parallel on the face of the earth! Mr. E. M. Geldart, an Oxford man, and one of the masters in the Manchester Grammar School, in his recent work on "The Modern Greek Language in its Relation to Ancient Greek" (1870), also advocates the same view as Professor Blackie. Although not so dogmatic and even scornful toward those whom he is opposing, as is the Scottish Aristarchus, Geldart is none the less positive as to the correctness of his view. He asserts "the general identity between the modern Greek pronunciation and that of ancient times;" and, affirming that "the same phonetic laws were at work in the time of Homer and Thucydides as are at work now, and that they produced the same results," he asks, "can any one believe that any thing short of a miracle could have produced so exact a coincidence, except upon the assumption that the pronunciation now prevailing (in Greece) is in the main at least identical with that of ancient times?"

I might enlarge upon this point, and quote the opinions of distinguished foreign scholars, as Wetstein, Valckenaer, Bentley, New-

* See "The Classical Museum," vol. I, p. 338-69: 1844.

man, Schleicher, as, also, the views of Dr. N. F. Moore, of Columbia College,* Professor Hadley, of Yale†, and other American and Greek scholars. The necessary brevity, however, of papers here read, as well as the limits of your patience and forbearance, warn me not to attempt it. And so I pass on. ‡

II. The facts of the case being substantially such as I have presented them, we are brought now to the inquiry respecting *the origin and uses of the accents in Greek*.

The origin of these accentual marks is singularly obscure, and the ordinary historical account respecting them is any thing but satisfactory. They are usually said to have been invented, or at least first practically put to use, by Aristophanes of Byzantium, a distinguished critic and scholar at Alexandria, in the reign of Ptolemy Philadelphus, third century B. C. No really ancient manuscript or inscription contains them; but they are found in manuscripts from the seventh century of our era onward, and in all printed editions of the classics. Aristophanes's design was, we are told, partly to distinguish words otherwise identical, but mainly to preserve the ancient and correct pronunciation of Greek, "at the time when it

* "Lectures on the Greek Language and Literature." By N. F. Moore, LL.D., Professor of Greek and Latin, Columbia College, New York. 1835.

† See in Prof. Hadley's collected "Essays, Philological and Critical," papers on Greek Accent, and Greek Pronunciation. 1869, '70.

‡ The latest German work which I have seen is entitled "Ueber die Aussprache des Griechischen," by Friederich Blass (Berlin, 1870). It is a thin volume, of less than 50 pages, and may be found in the Astor Library. I am sorry that I was too much pressed for time to examine it thoroughly; a paragraph at the end, however, will show sufficiently the ground which Blass takes on this subject: "I will add only a few words in opposition to the demands which Prof. Bursian made in the Frankfort Philological Convention (1861). Prof. B. is a very respectable opponent to the Erasmians, because he makes concessions where it seems to him necessary. He wishes that *η* and *υ* be pronounced *ē* and *y*, and also *ε* and *ο* as diphthongs and not as *ē* and *ō*. With him we do not find the traditional Reuchlinian proofs, which have at last become repulsive; but he uses most respectable if not reliable arguments. I believe, however, that we are now in that position that we must make choice of one or the other, either strictly according to the letter, or according to tradition. For if we allow any middle-way to be adopted, confusion will ensue and reign supreme. One man will form a system of his own and another will form a different one. And I think that the question is not only a scientific and right one, but that it also touches the practical side of the matter. Our pronunciation will still remain more or less of a barbarian one, whatever we do; at any rate we need not be afraid that, one of these days, the old Greeks will rise from their graves and scold us for our uncouth enunciation of their beautiful language."

was becoming the vernacular of many oriental races;" * but precisely how this preserving the ancient pronunciation was to be accomplished by the accents, or, in other words, what is really the true theory of the accents, is a matter upon which authorities are not agreed; "Kreuser is of opinion that they indicate the length or shortness of syllables; Matthiae and others think that the acute marks a raising of the voice, and the grave its depression; while Goettling maintains that they are in Greek, what they are in German or English, nothing more than signs of the intension or stress laid upon a syllable in pronunciation." † The relations, moreover, of accent to quantity, to rhythm, and to metre, have not yet been determined upon by scholars: "some assert (and with every show of reason) that accent and quantity are frequently at variance; others direct us invariably (as if it were a matter of course) to observe both. It seems to be the opinion of many writers that he who finds the least difficulty in reconciling Greek accent with Greek quantity, only exposes his lamentable ignorance of both. Sharpness of sound, we are properly reminded, is one thing, its duration is another;" but how to preserve both accent and quantity in the great number of words with long vowels in ante-penults and short penults accented, or with accented ante-penults and long vowels in penults, is a problem never yet solved. How, also, if the acute have the sharp, and the grave the depressed sound, the circumflex, which is a combination of these two, is to be enunciated, where three or four words follow each other, having this accent, with its "prolonged, rolling tone," as Jelf defines it, is certainly beyond the reach of ordinary mortal power of vocalization.‡ But even if we were able to dispose of these difficulties, there is yet a very puzzling question, viz., "upon what principle or principles does the position of the accent depend?" Goettling attempts an answer, but, as Mr. Chandler, in his very scholarly work on Greek Accentuation, shows, the law which he proposes, "labors under the treble defect of contradicting itself, misrepresenting the facts, and being practically

* Geldart's "Modern Greek Language," etc., p. 41.

† "A Practical Introduction to Greek Accentuation," by Henry W. Chandler, M. A., Fellow and Tutor of Pembroke College, Oxford, 1862, 8vo. pp. 332.

‡ Take such a sentence as this — οὐκοῦν γελοῖον δεῖ ἡγεῖσθαι, τοῦτον ὃ ροαῦρα δοκεῖ ἀληθῆ εἶναι:—truly, as Mr. Chandler says, "only oriental gravity and sonorousness could do justice to it, and the deep rumble of such a succession of prolonged, rolling sounds must have produced an indescribable effect."

useless." * The best Greek Grammars, too, which we have, as those of Buttman, Kühner, Jelf, Donaldson, Hadley, Crosby, etc., do not give any, or only a very meagre account of the history and supposed probable value and utility of the accents; they confine themselves rather to the setting forth a collection of empirical processes, elaborated by the ancient grammarians, which students are to learn and adopt, without any reason given, except the apparently insufficient one, that they help us to distinguish words spelled alike, but with different meanings according to the place of the accent.

Certainly, then, one thing is plain. Accents are in existence, whether we can determine their exact history and use or not. They are in all our printed Greek classics, and have been so from the first; and they are in very many Greek manuscripts. We cannot get rid of them by undertaking to ignore them. The few attempts which have been made to print Greek without them have resulted in nothing. Scholars have rejected works so printed. The innovation has been treated with ridicule and contempt; and Porson has given his opinion on the point in language more forcible perhaps than polite: *e. g.*, in a note at the beginning of his edition of the *Medea* of Euripides, this great scholar addressing his students, says, "si quis igitur vestrum ad accuratam Græcarum literarum scientiam aspirat, is probabilem sibi accentuum notitiam quam maturtime comparet, in propositoque perstet scurrarum dicacitate et stultorum derisione immotus. *Nam risu inepto res ineptior nulla est.*" If the accents are to continue to be used in printed books, there ought to be good and satisfactory reasons produced for such continuance. If every Greek Grammar gives rules on accentuation, and every pupil in Greek is expected to learn and apply these rules, then, surely, accents must be regarded as of considerable value to Greek scholarship, whether we are to able to use them for pronunciation or not.

III. We are now, I think, in a condition to bestow such attention as we have to spare upon what I alluded to in the beginning of this paper, viz., *the practical application and results* of the present discussion.

* It is a law which, he further says, "breaks down from inherent weakness. It accounts for facts, the existence of which it denies; it does not account for facts the existence of which it asserts; it would smooth all difficulties, if things were as they are not; and finally it is driven to the melancholy confession, that, while utterly incompetent to deal with the actual accentuation of the great bulk of the Greek language, it can, perhaps, account for the phenomena presented by a single dialect (the *Æolic*), the whole extant remains of which would be no burden to a weak memory." Chandler (as above), Preface, p. vii.

In the existing state of affairs in our schools and colleges, some teachers instruct their pupils to pronounce Greek words of more than one syllable according to the accent that is on them, *i. e.*, to lay a stress upon the accented syllable, disregarding the quantity of the syllable itself, and of all others syllables in the word. Others, believing that long vowels and diphthongs should have the stress of the voice upon them because they are long, and short vowels should not, even though they have the accent upon them, pronounce according to quantity, thus setting aside and virtually rejecting the accents altogether, so far as any advantage is to be gained by their means in pronouncing Greek. This, of course, produces confusion and discord, and makes evident a state of things which, I hesitate not to say, ought not to exist in the brotherhood of scholars: it ought not to be among us, as quaint, old Thomas Fuller spicily says it was in the University of Cambridge, more than three hundred years ago, that some of us who teach Greek "are able to understand one another, *which nobody else can!*" *

I avow myself in favor of the Erasmian system, because I see no escape from the necessity of pronouncing according to quantity a large and important part of the Greek language transmitted to us from the olden time. Historically, so far as we can trace it, the pronunciation of ancient Greek was governed by the quantity of long and short vowels; it was also, in some way, though we do not know how exactly, affected by a system of which the accentual marks are intended to be the exponent.

If the Greek which we possess were merely *prose*; if we had only the works of the historians, philosophers, and orators of Greece; then it might be claimed, with much plausibility, that the pronunciation should be ruled by the accents. The very idea of accentual marks in Greek, so far as the obscure history of these marks enables us to judge, is to fix the pronunciation, and to instruct those to

* In his "History of the University of Cambridge," (p. 170), Fuller, says: "a contest began soon betwixt the introducers of the new and the defenders of the old pronunciation of Greek. The former endeavored to give each letter (vowel and diphthong) its full sound; whilst Dr. Caius, and others of the old stamp, cried out against this project and the promoters thereof, taxing it for novelty, and them for want of wit and experience. He affirmed Greek itself to be barbarous, thus clownishly uttered; and that neither France, Germany, nor Italy, owned any such pronunciation." Cheke and Smith "maintained, that this was no innovation, but the ancient utterance of the Greeks, which gave every letter its due and native sound." Gardiner, Chancellor of the University, interposed his power, "and imposed a penalty on all such who used this new pronunciation; which, notwithstanding, since hath prevailed, and whereby we Englishmen speak Greek, and are able to understand one another, which nobody else can."

whom the language is not vernacular how to pronounce it, with tolerable approach at least to the mode in which the Greeks of Thucydides', Plato's, and Demosthenes' days, spoke their wonderful language. But there is a large portion of Greek literature which is *'poetry*, poetry, too, constructed on principles which necessitate strict attention to quantity. If quantity and accent agreed together, there would be no difficulty at all; but unhappily this is not the case. Accent is not affected by quantity, except in some minor particulars of the application of the rules. The syllable which has the accent upon it is just as likely to be a short syllable as a long. And then, of course, at once a collision takes place. Dactyls, spondees, iambs, etc., are, from the very nature of the case, always the same, and they must have the long and short syllables needful to their construction, whether the accent happens to fall into accord with these or not. This is certainly so, unless we adopt Professor Blackie's theory, that the accents were only musical marks, and are to be looked upon as such accordingly; but, in that case, what becomes of their use and value in ordinary prose? even if it were admitted that Greek poetry was always sung or chanted, and never read or recited in the modern sense of the term, it will hardly be supposed that the ancient Greeks sang or chanted their public debates, their mathematics, logic, and philosophy, as well as the common speech of every-day life.

When one undertakes to read Homer, or Sophocles, or any other of the poets, metrically or rhythmically, he finds that accent and quantity do not agree. If he attempts to pronounce by accent, it will happen continually that his dactyls, spondees, iambs, tribrachs and the like, are knocked into confusion, and the melody of long and short syllables, in their harmonious conjunction and variety — "that secret power of Harmony and Tone," of which Milton speaks — is pretty nearly destroyed. If, on the other hand, he feels compelled to preserve the quantity and read according to it, then perforce he must disregard the accent in the larger proportion of instances. I am aware that modern Greek scholars, and those who adopt their views, are in the habit of claiming that they can read Homer and the poets according to the accents, and metrically at the same time. I have heard the attempt made on various occasions, by advocates of the Renschlinian system, and while I have admired the spirit and skill of their efforts, I cannot, in frankness, say much as to their success. Let any one take ten or a dozen lines of Homer say at the beginning of the *Iliad*), and try his hand at enunciating these lines according to the accent simply; and I see not how it is

possible for him to attain and preserve the power and majesty of the grand old heroic measure, if he do not pronounce in accordance with quantity.*

But I will not trespass for more than a few moments longer upon the patience of the Convocation. I take for granted in all that I have said that it is not probable, to say the least, that there will be any falling off in the study of ancient Greek in our schools and colleges. Greek, I believe, will hold its own against all opposition.† My own conviction, as to the point under discussion in this paper, I have already avowed. I hold it to be impossible to ascertain just how the ancient Greeks, in the golden age of their glory and pride, pronounced their language; and as, practically, it must be treated as we do any other language which was the vernacular of a people who have passed away, it seems only reasonable that those who are engaged in teaching it, should endeavor to agree upon what is the best, simplest, and, on the whole, most satisfactory mode of reading and enunciating Greek words and sentences. As a guide or rule for pronouncing ancient Greek, I am constrained to reject the modern Greek mode, which is governed wholly by the accents, confuses vowels and diphthongs distressingly, deals with some letters in a way that is certainly wrong, and claims for itself a supremacy which it is impossible to concede. Even its most ardent advocates, Blackie, Geldart, and others, are not prepared to adopt it as a whole.

I have not thought it necessary or fitting to take up the time of the Convocation with a discussion as to the proper sounds of the vowels, diphthongs and consonants, because there is not really any great diversity here; and if this question of accent versus quantity,

* F. W. Newman, in an interesting article in the "Classical Museum" (iii. 399), on the "Pronunciation of Greek," maintains "that we shall most closely imitate the ancient Athenians, if, in reading their *prose* we utter their accent as our own,—if, in their *lyrical poetry*, we read by scansion,—and if, in their *epic and tragic poetry*, we adopt some uncertain mingling of the two methods." Further on, the writer suggests, "that, until the invention of suitable chants, all Greek poetry would be better read by scansion."

† I notice that at Harvard (according to a recent report), where the elective system prevails, considerably more than half have chosen the ancient languages. So, too, in the College of the City of New York, where the choice lies between the full literary course with ancient languages, and the full course with modern languages, the proportion is largely in favor of ancient languages. This year (1875-6) out of 565 students, 329 take the ancient, 236 the modern course. This college, too, within a year past, has been enlarging and strengthening the course in Greek and Latin.

or quantity versus accent (whichever you please), could be settled, there would be little difficulty in coming to an agreement as to these comparatively minor matters.

It certainly would be a great additional pleasure if, on hearing a Greek sentence or passage read or spoken, one could recognize it as Greek in whatever latitude or longitude he heard it; and we teachers could, with much more propriety than at present, enlarge upon the beauty, harmony, dignity and majesty of the Greek language, if we could agree upon how it is to be pronounced. Where the ear is to be the judge, it will not do to have a Babel of sounds, and then ask our pupils and others to admire the beauty and melody of the language. The experience of the learned J. J. Scaliger is worth mentioning in this connection: it appears that on one occasion he fell in with an Irish gentleman, who, with the politeness and readiness of his race, undertook to express his gratification at meeting with the eminent continental savan. Latin was the language of scholars then, and Latin the Irish gentleman used; but it might as well have been Sanscrit or Chinese, so far as Scaliger could judge from the pronunciation; although he was a profound linguist and almost universal scholar, he could not make out what it was that was said; hence, after listening with suitable gravity to the neat little speech, and thinking it most probable that the speaker was using his native idiom, Scaliger replied briefly, "Domine, non intelligo Irlandice."

Lord Brougham, in his translation of the *De Corona* of Demosthenes, speaks, in terms of enthusiasm, of the "exquisite original;" of "the incomparable music and unapproachable melody and rhythm of Demosthenes," in that greatest of his orations; and of the fact that he knew nearly the whole of the oration by heart. Critics and lovers of Greek frequently talk and write in the same strain, as if there were not and could not be any doubt as to what constitutes melody and beauty in ancient Greek; but, what does all such talking avail, if every man pronounces Greek in his own way, and is to nearly every other man *βάρβαρός τις ἄνθρωπος*, uttering only sounds without meaning? What does it avail, if, the modern Greeks, hearing us read, look upon our enunciation as being quite as ridiculous as it is to read French or Italian with the pronunciation of Englishmen or Americans; or what does it avail, on the other hand, if we hear the modern Greek mode applied to the ancient language, and it seems to our ears to throw every thing into confusion, and to spoil all melody and beauty whatsoever?

Therefore, as a last word, I urge that some agreement be entered into on this subject by teachers of Greek. If aught that I have here presented shall contribute to this result, I shall be more than satisfied; and I trust that you will not deem your patience and attention this morning altogether wasted on an unworthy object.

SCHOOL INCENTIVES.

By Principal JOHN E. BRADLEY, A. M.,
Of the Albany High School.

No educational problem is more important in its practical bearing than that of incentives; none presents greater difficulties. On the one hand is the necessity of providing some worthy motive of sufficient force to overcome the natural indolence of the pupil, and incite to diligence and thoroughness in study; on the other hand lies the danger of excessive stimulation, unworthy motives and bitter rivalries. In considering this subject, the teacher needs also to remember its bearing upon the formation of character. In some departments of his work, he has only to call upon his ingenuity to devise the readiest and surest expedient, or use his best judgment in adapting the means to the end, with no further question as to its remoter influence. Here, however, he is not at liberty to forget that the youth possesses a moral as well as an intellectual nature, which is sure to receive a normal or abnormal development, according to the worthiness or unworthiness of the motives which are presented to it.

The author of this paper does not imagine that he has, to any unusual extent, solved the difficulties which environ this subject. He is seeking wisdom rather than attempting to impart it. He only hopes to emphasize the importance of the topic, and possibly to provoke a discussion which will be useful to himself and others.

Let us first inquire then whether incentives are necessary. Do they materially aid the teacher in his work? On this point it would seem that there could be no doubt, and yet there are some who contend that the teacher needs no such auxiliaries, and should rely solely upon the pupil's desire of knowledge. More theoretical than practical in their advice, they maintain that study can and should be made so attractive that no scholar will neglect it. Precisely how this is to be accomplished is not made so clear, but in general it is understood that the knowledge to be imparted should be presented in the form of lectures so wonderfully simplified and illustrated that no youthful listener can be uninterested or uninstructed. The fact clearly remains, however, that this method of instruction is

not adapted to many of the more difficult and important studies, and with most teachers soon degenerates into vapid and unprofitable diffuseness.

The utility of some external inducement to study can hardly be questioned, then, certainly not by any one who has had an opportunity to witness the weariness and distaste for school work of pupils required to learn their daily task with no encouragement or stimulus but the teacher's smile or frown, and compare their appearance with that of pupils working in the confident hope of a definite reward.

But let us look at this matter a little more closely. Man acts from motives. Set a powerful motive before him and he will achieve wonders; leave him without a motive and his efforts quickly cease. Let any definite object of sufficient magnitude be placed before him to be attained, and he will steadfastly strive for its accomplishment, patiently removing difficulties and surmounting obstacles till his efforts are crowned with success. And all this time he is cheerful, healthy and happy, because he is sustained by the hope of abundant reward. Hence, some of the hardest workers among men are the most contented and enjoy the best health. But let it be the enforced toil of the slave or the convict, and how changed is the case. No longer *led* on to noble effort, but *driven* by a power which it is useless to resist, he accomplishes but little, lives in despondency, and soon falls a victim to the misfortunes and discouragements of his position.

Now the case is precisely similar with the youth, except that he is incapable of appreciating those indirect and remoter encouragements which sustain and incite the far-seeing man. The little child plants his tiny seed and immediately wishes to dig it up to see if it has sprouted. He can scarcely wait the tardy course of nature, and the interval from spring to summer is almost too much for his childish faith and patience. His 'plaint is:

"I wish, and I wish, that the spring would go faster,
Nor the long summer bide so late,
And I could grow on like the foxglove and aster,
For some things are ill to wait.

"I wait for my story,— the birds cannot sing it,
Not one, as he sits on the tree;
The bells cannot ring it; but long years, O bring it
Such as I wish it to be."

A strong desire to see some immediate result of one's efforts, impatience of delay is, then, a marked trait of childhood and youth.

And when we remember that this peculiarity of youth is added to that other universal human characteristic, an inability to act without a motive, we are in a position to see somewhat the necessity and importance of such incentives to study as are adapted to the age and taste of the pupil. Incentives are to him what steam is to the engine. They arouse him to effort. They develop in him energies and powers which he would not otherwise possess. Under their influence he does with ease and pleasure what would otherwise be irksome or impossible. Naturally the boy prefers play to study. Fickle in his tastes and weak in his purposes, he finds it difficult to fix his attention upon his lesson and hard to believe that it is so important that he should. Leave him to follow his own inclination and he will study but little, and to little purpose. Hold before him the prospect of reward, though it be but the approbation of his teacher or a friend, and he will joyfully apply himself to the dryest and most uninteresting lessons. What was before his daily *task*, dreaded and detested, now becomes his glad and all absorbing employment.

I freely concede that the desire of knowledge, an enthusiasm for study for its own sake, whenever it can be aroused in sufficient force, is better than any external inducements. The difficulty is to generate the enthusiasm. As a matter of fact the majority of pupils do not take to study with any extraordinary avidity. The average scholar, under the average teacher, undoubtedly needs some additional stimulus to call forth his best exertions. Whatever may be true in exceptional cases, there can be no doubt that if all considerations but the love of study were taken away, for most pupils the school-room would become a dreary desert.

Having thus seen the utility of school incentives, let us briefly inquire concerning the various kinds in general use and their relative merit. And here it is worthy of remark that until recently teachers seem to have made little use of rewards, but great use of punishments. "Spare the rod and spoil the child" was a much quoted aphorism, and was believed to apply with special force to laziness. Many a juvenile stammerer has had his confusion and terror visibly increased by the threat of the whip or the ferule if he failed to recite his lesson correctly. We blush to think how many Master Squeers and Ichabod Cranes there have been in our profession, and how many youthful delinquents have been hopelessly soured and dwarfed in mind, if not in body, by ill-judged punishments, who might have been stimulated to noble and successful efforts by a judicious incentive.

Among legitimate and worthy persuasions to diligence in school-work the first to deserve mention is the approbation of the teacher. If the relation of teacher and scholar is what it should be, if the teacher feels and manifests a genuine sympathy with his pupils, a mutual regard will spring up between them, and the teacher's approval or disapproval will be a matter of great interest to every scholar. By a kind and sincere recognition of every praiseworthy effort and a judicious expression of his opinion from time to time, the teacher will readily do much to encourage and stimulate his pupils. The danger is, that, disappointed and discouraged himself by the crudities and failures of his learners, he will lose patience and resort to that wretched practice which has ruined so many teachers, scolding; or, seeking to incite to better efforts by commending what has been accomplished, he will gradually become indiscriminating in his praise and his opinions lose their value with his pupils, for it is always noticeable that students attach little or great significance to commendation in proportion as it is largely or charily given.

At present one of the most conspicuous and favorite incentives in academies and colleges is found in prizes awarded for superiority in almost any department. Indeed the wide diversity of the objects for which these prizes are offered is somewhat remarkable. Resting, as they do in most cases, upon the income of a small endowment fund, they are applied in such direction as the taste or whim of their founder chanced to direct. The result is that we not only have prizes for all the ordinary studies of secondary and collegiate schools, but also for such special or subordinate matters as Excellence in Declamation, in Debating, in Extemporaneous Speaking; Essays on special subjects; Collections of Minerals, of Botanical Specimens, etc.; Superiority in Reading, Spelling, Penmanship, Drawing, Vocal Music, Various kinds of Instrumental Music; Excellence in Physical Culture, including Calisthenics, Rowing, Military Drill, Good Manners, etc.; also for punctual and regular attendance upon certain exercises, good deportment, general improvement and many other subjects, and one of the oldest and best of our colleges now offers a prize to the student who takes the most prizes.

That such prizes, especially those offered within the ordinary and legitimate curriculum of study, are productive of great good, is generally conceded, and the desire of most faculties is to increase rather than reduce their number. It should here be observed, however, that many excellent schools and colleges eschew them entirely, and that a certain publicity and eclat attending their presentation

may have something to do with the favor in which they are held by others. It must be admitted, moreover, that the effect of such prizes at the best, is only to emphasize and stimulate one department of study, and generally their influence is felt by only a few — perhaps not more than two or three — who happen to be most proficient in that direction. The expediency of thus offering inducements to special effort to those who have already given disproportionate attention to a particular study, is called in question, and it is urged that some incentive to the poorest rather than the best in the class is the obvious need. When Henry Ware was a student in Harvard College, he wrote in his diary: “Resolved, that I will give more attention to the mathematics, for I half suspect I do not like them.” Much might be said in favor of developing the peculiar talent or genius of each student, and much also might be urged on the other hand, in favor of that discipline and self-control which are acquired by patient and persevering application to a distasteful study. While we therefore believe that medals and other prizes, judiciously offered and guarded, are useful, we feel that they are often open to serious objections, and with reference to the majority of a class must be considered a failure.

Another prevalent and important means of maintaining high scholarship is by examinations for promotion. With reference to these examinations, it certainly is not easy to see how any school can get along without them, but they hardly seem sufficient in themselves to supply the need of incentives which is felt in most schools. They are well calculated to serve as a spur to the lowest in the class, and as a means of determining which of them have and which have not attained a certain fixed standard, but they fail to reach a considerable portion of each class with any decided influence. When, however, such examinations are steadily maintained at a certain fixed standard, regularly recur at brief intervals, and are extended over large numbers and many institutions, as is the case with the Preliminary Academic Examinations under the direction of the Board of Regents, they are of the greatest value.

There is another method of promoting excellence in scholarship, which to a certain extent, and in various forms, has been widely adopted, and I confess that I am unable to understand why it has not been universally employed, and to the fullest extent. I refer to the marking and “Merit Roll” system. Let every recitation and other school exercise be marked on such a scale as is found convenient, and let the mark be announced to the student and recorded by him in a small blank-book kept for the purpose. In a day school

a transcript, or "Report," of these marks should be sent every week to the parent or guardian for his signature, and be returned with it and placed on file. In boarding schools and colleges, these reports might be sent monthly or at longer intervals, though much depends on the frequency and regularity with which they are rendered. These reports should exhibit the complete record of the pupils for the period covered, giving every mark, including absences and misdemeanors: mere averages will not suffice. At the close of each term, or as often as is found practicable, all the marks of each scholar should be averaged, and the results published in the form of a graded catalogue or "Merit Roll," in which the names of each class or division should be averaged in the order of rank, beginning with the highest and ending with the lowest.

The separate average in each study and other details of attendance and deportment can also be given in additional columns if desired.

Such a system has several advantages over any other scheme of incentives with which I am familiar. It appeals to one of the strongest principles of the student's nature, his love of approbation. Every week his parents are enabled to ascertain just what he has done, and commend or admonish him accordingly. From time to time his other friends and the public are permitted to see the results of his diligence and regularity. Whenever temptation assails, or indolence oppresses him, he is protected and stimulated by the thought that every offense and short-coming will be duly reported at no distant date. Thus he gradually but surely forms the habit of attending to each duty at its proper time and denying himself such pleasures and amusements as are inconsistent with it, — which, by the way, is the most important element in a symmetrical education.

Another excellence of the Merit Roll is that it is admirably adapted to arouse and develop ambition in the student. Nothing in the average boy seems more remarkable than his short-sightedness and sluggishness, his indifference to great realities which lie a little removed from his ordinary field of observation and thought. Some constant and healthful influence is greatly needed to teach him aspiration and courage, to kindle within him the fire of ambition and reveal to him the higher, nobler pleasure which is the reward of successful achievement. Such a stimulus is the Merit Roll.

The last excellence of this system which I will mention, and that which constitutes its great superiority to all other incentives, is that

it stimulates each member of the class from highest to lowest. This is precisely the respect in which prizes and honors fail. A few of the best in the class, who need perhaps to study less rather than more, are powerfully affected, but the great majority are uninfluenced by the offer of such rewards. They remain passive spectators of the contest, or perchance become partisans of one or other of the contestants, but fail to receive any direct impulse. The Merit Roll, however, possesses a direct and vital interest for every one whose name is to appear in it. Each is necessarily desirous of standing as near to the head, and as far from the foot of his class as possible. A wholesome and honorable emulation is aroused throughout the entire class, and each is quietly but steadily persuaded to industry and thoroughness, from the beginning to the end of the term. After an extensive use, for ten years, of the system just described, I am of the opinion that it decidedly surpasses any other method of promoting diligence in study and a high standard of scholarship with which I am acquainted.

As intimated at the outset, there are difficulties connected with this subject, which I shall not attempt to remove. Many object to all incentives, on the ground that they appeal to unworthy motives in the student. Others find that they produce rivalries and jealousies; and still others that by leading to "cramming," they produce a kind of mental dyspepsia. The most recent and vigorous opposition has come from medical gentlemen and others, on the ground that they are prejudicial to the health of the pupils. The State Medical Society of Rhode Island recently passed resolutions to this effect, especially condemning public examinations and examinations for promotion. Many other protests of a similar character have been made. This is a serious charge. No added efficiency in our educational systems will atone for the impairment of the health of our pupils. But at present, the charge does not appear to be proven. The evidence, so far as presented, is very inconclusive. The probability seems to be that more college students injure their health by too violent physical exercise, than by too vigorous study.

I cannot conclude my brief and imperfect discussion of this important subject, without expressing the hope that the movement lately inaugurated in the direction of Inter-Collegiate and Inter-Academic Examinations and Rhetorical contests may be productive of highly beneficial results. When we see the excellent influence which the Preliminary Academic Examinations have had in this state, we cannot doubt that some similar system of examinations, of a more advanced grade, will meet with ample success and

appreciation. It will, to say the least, be discreditable to American taste and intelligence if hundreds of reporters and tens of thousands of spectators flock together from all parts of the country to witness an inter-collegiate regatta or game of ball, while the general public, including our 30,000 college graduates, take no interest in an intellectual contest between representatives of different colleges or academies. We do not believe it will result so. But if these competitions shall prove to be somewhat removed from the popular thought and interest, they will still have an important field before them, and can hardly fail, if maintained for a few years, to do much to add dignity and honor to American scholarship.

STATEMENT OF THE PLAN

PROPOSED ON THE PART OF THE GOVERNMENT, AND UNDER THE DIRECTION OF THE NATIONAL BUREAU OF EDUCATION, FOR PRESENTING THE HISTORY OF AMERICAN COLLEGES AND UNIVERSITIES, AT THE INTERNATIONAL EXHIBITION AT PHILADELPHIA, IN 1876.

By **FRANKLIN B. HOUGH.**

It is our privilege to live near the close of the first century of our national existence, and to witness, on a scale of magnificence unparalleled in our annals, the preparations that are being made for commemorating this great event in our country's history. From every department of art and industry, the fruits of invention matured by experience, and the rich treasures of applied science, for the accumulation of which our people have worked so earnestly and so well, will there be spread out for the study and benefit of the world; nor will opportunities be there wanting for comparison of these results with the best achievements in the same departments of knowledge in the older countries of Europe, where many of the sciences have been cultivated more at leisure and with much greater facilities for their advancement than with us.

Let us consider briefly some of the reasons that give interest to this occasion, and inquire into the causes which have brought about this interest, and promise such important results.

In the primitive and forming stages of society, time elapses without note or record, and moons and seasons follow in like monotonous succession; nor are centuries noticed as to their beginning or ending, amid the daily recurring cares of providing against the wants of the day, with scarcely a thought for the morrow. The future comes and glides into the past, leaving no evidences of its passage; nor does the experience of events extend beyond the memory of the observer, or the ephemeral traditions that may survive him.

But as men grow in knowledge, they begin to profit from experience, and to seek or avoid according as its lessons have taught. Time, indeed, lapses as before, but not without profit to the present and the future; and in proportion as this light of knowledge casts its beam upon the pathway of progress, or the shadow of adverse

experience falls in warning, so in like proportion do men seek to profit from these teachings, and strive to know the relations between cause and effect.

Then they begin to observe eras and commemorate events; and if these eras or events have come down to them from a distant past, and are known only through the mists of tradition, they become magnified and distorted, as we see objects in a fog where the light is dim, and all perspective is lost — the apparent size or distance depending upon the imagination rather than upon the laws of distinct vision. Thus, as painted in the colors of enlivened poetic fancy, the real and substantial men who gave the first direction to the civilization of Greece and Rome, became invested with attributes half divine, and events which were nothing but the fruit of valor or the result of accident, became miracles, full of wonder in their operation and marvelous in their effect.

As civilization advances, we see a growing tendency to pause as we approach the even periods which serve as the land-marks of time, to gather up the fruits of experience, compare notes of progress, and take lines of new departure for the future.

We see evidences of this feeling multiplying around us on every hand, and almost every month. The semi-centennial, centennial, and bi-centennial celebrations of the founding of towns or of institutions have, for many years, been among our people occasions of profitable review and pleasant memories, and more especially have the events of our American Revolution received such marked attention as the centennial of their occurrence drew near and passed, that we may truly say that these events are now better known, and their causes and connections better understood, than they were at the time of their occurrence by the best informed men of that day, who witnessed these transactions and did the deeds we now commemorate.

The interest pertaining to important eras and great events is by no means local as to time or country. It has often been improved in the old world to commemorate distinguished points or periods of time, to stimulate progress, to consolidate faith, to confirm hope or to establish power. Indeed, the time is still recent, since far away on the borders of the frozen zone, upon an island without wealth or resources inviting to commercial enterprise, and scarcely known to us excepting through the descriptions of occasional travelers, we have seen gathering from every civilized country, men of thought and learning, statesmen of broad and comprehensive views, professors deeply versed in the lore and science of the universities, and even

royalty itself, to commemorate, in a now desolate valley, the full completion of a millennium in the history of civil government, and to pay homage to an idea.

If, then, this regard for historic periods is universal in proportion to knowledge, both as to observance and the benefits arising from it, we may be allowed to trace causes back to their origin and inquire as to the source from whence they spring, and as to how their benefits may best be enlarged and perpetuated.

It is an old and a wise maxim, that Knowledge is Power, and it will be granted without argument that schools of learning of various degree, from those that teach the simplest elements to the masses of our population up through every grade of learning to the highest, have been the agencies through which this work has been done, and through which it must be advanced hereafter. It is further assumed that while the benefits of knowledge in the practical affairs of life must be applied to actual use by those who have enjoyed only such opportunities as fall within the reach of the numerous classes, yet these advantages increase in proportion to attainment in learning, so that the higher achievements in the arts are, as a rule, only within the reach of those who have learned the principles upon which these arts depend in the higher seminaries, and that the highest points of eminence in science can only be reached by those who have enjoyed that thorough training which is imparted in the best colleges and universities.

While it is admitted that unschooled native genius has, in occasional instances, through chance or the force of innate power, struck out into lines of original discovery with brilliant results, it is claimed as a rule almost universal, that researches into the regions of the unknown, and beyond the frontiers of existing knowledge, are only within the power of those who have received the culture of our higher institutions of learning, and that a proper fitness for original investigation is the reward of a long, patient and penetrating study of the sciences there taught.

These principles once established, their application sooner or later follows, and thus the uses are known and enjoyed, it may be by those who know not the reason why. Yet the world is not the less benefited, nor is it less indebted to the toiling brain and skillful hand that matured the initial thought and comprehended and fixed the principle.

The Executive Departments of the Government of the United States, in their preparations for the International Centennial Exhibition of 1876, have recognized the full indebtedness of our nation

to its educational systems, and the Bureau of Education, in the Department of the Interior, has undertaken to discharge this duty by presenting, as fully as circumstances will admit, a statement and illustration of their history, condition and prospects.

The subject has several divisions of labor which, although somewhat blended, will admit of separate classification, and it is my privilege to here submit the outlines of a plan of that division, which has been placed in my charge and which embraces the history of the colleges, universities and special schools of science in the United States.

These details are, however, still to some degree open to modification, and the subject is presented on this occasion in the hope of deriving benefit from such criticism and discussion as you may deem it proper to offer. The plan is essentially this: It is proposed to prepare and present at the coming exhibition at Philadelphia in 1876, as full and instructive a display as possible of our educational history, condition and prospects. As to colleges, universities and schools of science, of which I will more particularly speak and to which my remarks on this occasion will be limited, it is obvious that the success of the enterprise will chiefly depend upon the enlightened appreciation and cordial co-operation of the officers of these several institutions, as the life-time of one man, or of several men, however well applied, would scarcely be sufficient to achieve these results, which, however, must be done within a year if done at all. It is only from that kind of knowledge that springs from long residence and familiar acquaintance with records, associations and experience that a true and complete history can be derived, and it is in the hope and belief that men connected with these several institutions and having them in charge will be found willing themselves to prepare the information desired, and in form proper for use.

These are men of exceptional intelligence and of unquestionable patriotism, and many of them have witnessed the growth of their several institutions from the beginning. Among them are some who originated the thought from which these halls of science have sprung. They have wrought earnestly and well in this field of honorable ambition and ennobling purpose, and not a few have witnessed results that may well justify the commendation of the world, and the most confident hopes of the future. The most that can be done by that branch of the government which has undertaken this task is to organize a plan, submit models showing general mode of execution, issue such forms and blanks, with specific points of inquiry, as may be deemed best suited for presenting the subject, and publish the

results in such form and with such illustrations and generalizations as may be found most effectual for accomplishing the best result. The work will be still further promoted as far as possible by personally visiting as many of these institutions as can be reached during the year, and by such suggestions and aid as may be afforded in this manner.

Having thus presented a general idea of the plan, I will briefly state its details. It is understood that a building is to be erected for the exhibitions to be made by the Executive Department of the Government, wherein educational interests will find due place. It is therefore desirable that plans and views of buildings and grounds as well those now used as those that have been, should be presented. No funds have been provided, nor can payment be promised for these expenses, but it is presumed that the friends and alumni of these institutions would in many instances desire photographic or other copies of these plans or views. Means will be provided, consistent with good taste, for placing those wishing to procure copies in communication with those who can furnish them, under such general regulations as may be adopted by the centennial commissioners.

It is hoped that many of the colleges will improve this occasion for publishing on their own account and in their own way, a full history of their origin, organization, condition and plans, with such illustrations as they may deem proper. A place will be assigned for each of these, and for any other literary materials in the way of special histories, catalogues and whatever else may have been published by, or relating to, these several institutions. Series of portraits of presidents and of faculties might with great propriety accompany these collections.

Whatever materials there may be collected in the way of pamphlets, catalogues, circulars and other printed matter, will be bound at the expense of the department, and be made accessible to any who may have occasion to examine them.

It is expected and earnestly hoped that every object presented for exhibition will be allowed to remain in charge of the Bureau of Education, for permanent preservation and future public use, in its library at the seat of government. The importance of having a repository of such information will be readily appreciated, especially by those who may be intrusted with the organization of new institutions, or who may be engaged in special lines of historical inquiry. To facilitate the inquiries involved in this labor, circulars and blank forms will be issued at an early day, adapted to each branch of investigation that may be embodied in the plan, and in a form that may

be best calculated to secure uniform and comparable results. As a further means for promoting this object, the agent charged with this duty will, in personally visiting these institutions within the coming year, endeavor, as far as may be, to bring the ideas that govern these inquiries to a uniform standard of fullness, and to render them accurate and comparable.

But the subject of more general importance, because more widely diffused, and altogether more lasting and useful, will be *a concise history of each of the institutions embraced in the plans*. This will be printed in the official publications of the government, and will find its way into the principal libraries in this and other countries. Full credit of authorship will be given to these several summaries, and from them such statistical results and illustrations will be drawn as the subject will permit. It is highly desirable that engravings of plans and views of buildings and grounds should accompany these condensed histories, and if suitable engravings exist or can be procured, they may find a place.* A limit to these summaries will be assigned after some preliminary inquiries have been completed, and every effort will be made to secure a perfectly fair and impartial opportunity to each institution, without prejudice or preference.

As to the facts that should be embraced in these summary histories, the following may be specified:

1. Name of the college, university or other institution, and its origin and changes, with reason therefor.
2. Date of organization and incorporation; denominational or other control.
3. Location, and removals, with the reason that determined them.
4. Brief notices of founders and patrons.
5. Description of buildings; extent of College grounds, and of other lands and estates.
6. General or special objects and original plan of organization, with subsequent modifications and present condition.
7. Preliminaries of organization, and brief notice of academic or other institutions from which formed, with dates of their establishment, their changes, etc.
8. Summary of special legislation relating to the institutions, and of decisions of the courts affecting property or rights, with references to documentary or other authorities where these can be studied in detail.

* This idea of illustration in the published report was not presented in the circulars issued after this paper was read. It is reserved for future decision, when the time comes for making up the report.— H.

9. Relation to, or dependence upon, state governments, and patronage or grants from state or general government,* with dates, amounts, etc.

10. Extent and history of local, denominational or other endowments, their income, investment and limitations. These may often be most concisely stated in tabular form.

11. Number of trustees, visitors or other controlling officers, their mode of election and tenure or term.

12. Organization of the faculty, their mode of election, tenure, powers, etc.

13. Course and plan of study, with important changes from time to time. Methods of instruction.

14. Departments of professional or special study, with historical statement of formation and changes.

15. Libraries, cabinets, laboratories, observatories, apparatus, art galleries, gymnasia and other accessories.

16. College societies, with dates of formation, discontinuance, consolidations and changes. These may be often concisely presented in tabular form.

17. Financial statements, expenses of students, scholarships, prizes, etc.

18. Lists of graduates. This will be sufficiently presented in copies of the last general catalogue, with supplement added. It is not certainly decided to publish this list, but an attempt will be made to prepare in one alphabetical series a list of college graduates, showing name, college, year of graduation and degree conferred. The existence of such a list, accessible to the public, would be highly appreciated by those engaged in biographical and historical researches. It could not be made complete on account of the hopeless loss of records in some cases, but a near approach to perfection might be reasonably expected.

19. Such statements as facts may justify, in relation to the work accomplished by these institutions, without invidious comparison or undue preference.

Throughout the whole of these labors, strict attention will be given to a classification and summary *by states*, for the obvious reason that these institutions have been organized and are conducted

* At the request of the secretary of the interior, made at the suggestion of the commissioner of education, the secretary of the treasury has directed an exhaustive research to be undertaken, with the view of showing the expenditures of the general government for education, literature and science, since the beginning, and with every attention to detail and classification that is deemed desirable.—H.

under state laws, and that their measure of success has been in proportion to the encouragement received from the several states where located, and to the influences which these laws have imparted and maintained.

In adhering to this principle of giving due credit of results to the states, it will be proper to present, as an introductory account of such general systems of supervision and encouragement as may have been provided, whether in the form of boards or commissions, for regulation and uniform report or in the way of funds and endowments of a general nature or general laws, under which corporate rights may be assumed and protected, and the objects of enterprise more effectually secured.

While adhering to this rule of presentation by states, the arrangement should be such that comparison may readily be made between different states, and general conclusions drawn with respect to the entire nation and for the whole period embraced. The distribution of institutions and something as to their grade and extent may be shown by a series of maps representing different periods of time at intervals of five or ten years, and many important conclusions may be shown by graphic delineations.

I have thus presented the outlines of this plan as concisely as possible, with a full appreciation of the difficulties which it involves, but with confidence that it can be realized to full extent, if the authorities in charge of these important trusts co-operate in the labor of presenting, each for their own, the materials which, united and arranged, are to make up the whole exhibition of these educational interests, and the record of their origin, progress and condition.

If thoroughly done, we may see in the results, perhaps with some, a means for the correction of error by comparison with better standards; perchance with others, a new incentive to effort; to every thoughtful mind, a subject full of instruction, and for the historian, a basis of comparison of inestimable value for the future.

THE NATIONAL BUREAU OF EDUCATION.

By the Honorable JOHN EATON,
United States Commissioner of Education.

I am to speak to you briefly of the Bureau of Education, an agency set up at the capital of the country for gathering and diffusing information in regard to our educational status as a people. Some of you, perhaps, have never heard of it. There is little talk of it on the hustings or the platform. Well, it does not make much noise. Education is one of the silent forces, and the work of this educational exchange — for so it may well be called — is silent work.

The Bureau was established in 1867 as an independent Department, to be conducted upon the same principles as the department of Agriculture. At the end of two years Congress reduced the pay of the commissioner, and left him only two clerks, with salaries of the lowest class, and put the office in the Department of the Interior. Its head is known as the "Commissioner of Education," who is a subordinate to the Secretary of the Interior. In 1870, when the present commissioner was put in charge, it occupied three rooms. It now has twelve rooms, and there are ten clerks (some of the higher classes), and a fund of \$11,000 for collecting educational information and statistics. The total annual appropriation to the Bureau has in no case amounted to \$36,000.

Calling at the office on G street one day, you would find the employees engaged in preparing the educational documents, which, to the number of many thousands annually, are sent to every part of our country, to institutions and offices, and to persons interested in education in Europe, South America, Australia, India, China and Japan. Call another day, and you may find that some new demand has come into the office from a committee of Congress, or from some person in office having occasion for information, forcing the commissioner to turn his own attention and that of his entire force in a direction quite apart from the work regularly assigned, as the labor in each subdivision is greater than the force furnished can perform, and the clerical force allowed has never been equal to the work required. Visiting the office any day, you will be quite sure to meet others there who have called for information, and who are working

in the cause of education in some part of the country. Long journeys are often taken for these consultations. These visitors have greatly increased in number, and they alone would now well nigh occupy the time of one person. Rarely do intelligent or eminent foreigners who visit Washington, and seek to understand thoroughly the nature of our institutions, fail to call at the office.

If you inquire for the authority exercised over education by the office, you will be told that it neither has nor seeks authority save over its own clerks and its own operations.

The census of 1840 had indicated that the illiterate adult whites, that portion everywhere admitted to be entitled to education, were 9 per cent. of the total adult whites; the census of 1850 indicated that of this class of population, 11 per cent. were illiterate, and that of 1860 that 9 per cent. were illiterate. That is, twenty years of arduous work by all the public and private instrumentalities for instruction then available had not succeeded in diminishing the proportion of this ignorant array to the total white adult population of the country. But the whole illiteracy of the country was not represented by these numbers. All the illiterate children, white and black, and all the adult slave population, and nearly all the adult free colored people at these periods, must be added to these numbers to obtain some notion of the enormous power of ignorance, which, when least pernicious, is a force inert, but which has sometimes in our world's history risen and become a force more destructive than the fiercest fury of the cyclone. But the educators of the country knew also that a whole school generation of children between ten and fourteen years of age had grown up in the South without a chance to learn the rudiments; that at least two million colored minors in the same section were entirely without education; that the whole adult colored population of the South had been freed, and that the white people of the South were beggared by the war and its results. They presented a memorial to Congress, based on Mr. White's address, upon which favorable action was taken. For the first three years the work was conducted by the Hon. Henry Barnard, well known for his eminent labors as an educator.

It is not unnatural that you should desire to have me say something more particularly of the work done in the office; of the reasons for the doing of it, and of the results obtained. I cannot do better, perhaps, than begin by calling your attention to the period of eight months after the present commissioner entered upon duty, before his first annual report was required. Two reports by Dr. Barnard had previously been ordered published in limited numbers, one desig-

nated as the annual report for 1867-8, and the other a special report on the District of Columbia.

First, the law directs the collection of information and statistics and the publication of the same, to promote the establishment of the best systems of education among the people of the United States; secondly, it requires an annual report.

Since 1870 this has been a part of the report of the Secretary of the Interior, and if there are extra copies of it printed they are ordered by Congress. The report is made in three several parts: First, the report proper from the commissioner, including such discussion as he sees fit to prepare upon the leading points in the year's educational history; secondly, abstracts; and, thirdly, statistical tables.

Looking over the condition of educational information in the country in 1870, when the report first appeared in this form, it will be remembered that official reports of State and city systems, educational periodicals, and newspaper columns were the chief sources of information with regard to the public schools, while catalogues supplied what additional information the public received from colleges, academies, etc. It was, therefore, determined — first, to abstract this vast amount of material, ranging from ten to fifteen thousand printed pages, and to summarize it by States and Territories, cities and institutions, so far as possible. The information thus gathered and abstracted was found, however, to have certain great deficiencies.

Some State reports took no notice of any thing but public school systems. In this State (New York) the board of regents presented the subject of academic or collegiate education. In the case of State and city reports, the diversity in school nomenclature and in methods of presenting statistics stood in the way of any valuable comparison. Another defect was the omission in most reports of all reference to private instruction, and institutions under private control.

Some of these reports were made annually, some semi-annually, rendering them still less valuable for means of comparative study. It was therefore determined to prepare a series of inquiries, addressed to the different classes of systems and institutions, colleges, professional schools, academies, normal schools, etc., in the hope that the replies to the inquiries would furnish a satisfactory basis for a generalization of the results. In regard to State and city systems, it was considered essential for comparison and study, first, to know to what extent their youth were under instruction, and, secondly, to know the annual school income and expenditure. There were, therefore, naturally two tables of State systems — one comprising items in regard to school population, non-attendance and teachers,

and the other items of the income and expenditure for school purposes. It was essential to show the same classes of facts in respect to city systems. Indeed, these general principles applied to the study of all schemes for institutions.

Among the most important facts brought out by the first report was the defective condition of educational information in the country. Although it communicated many facts which had never been collected in a single volume before, it indicated the great improvements needed in educational records, and the great advantage of the co-operation of the Bureau with the educators of the country in bringing about the valuable changes in reports which they desired. The statistics of sixteen of the leading cities whose forms of reports were most similar were selected for tabulation and published, indicating how very few items were so reported as to be susceptible of any available comparison. An attempt was made to collect statistics with regard to secondary instruction, but the result was so inadequate that no publication was made in the first report. But so great was the consciousness of need in this direction, and so cordial the co-operation of school officers, that in the report of 1873, valuable comparisons were made between 533 cities and large towns in regard to important items. The list of secondary institutions has grown so that the report of 1874 embraces one thousand and thirty-one. Information was also demanded in regard to the construction of buildings for schools; domestic and foreign illiteracy; Kindergarten; methods of discipline; the change of courses of study, elementary, secondary and superior; in the direction of the industries and sciences; the introduction of instruction in drawing; the progress of education in foreign countries; the establishment and conduct of libraries, museums — indeed, on an endless variety of topics. It soon became apparent that these demands could not be supplied by the publication of an annual report only. It was decided, therefore, after due consultation with educators and the Secretary of the Interior, to meet them by issuing special publications in the form of circulars of information. It is only just to say here that no question in reference to the duties of the office has ever been submitted to the Secretary of the Interior or the President that has not received their prompt attention and favorable action, and that what has been accomplished would have been impossible but for their cordial co-operation.

The plan in reference to statistics has not yet been fully developed. It contemplated, as soon as the statistics were sufficiently complete in reference either to State or city systems, colleges or universities,

academies or normal schools, the making of a special publication on the subject, embracing the statistics, with information showing the origin, administration, important changes, and results. For instance, it would trace our constitutional and legislative provisions back through the several changes to the authority granted for education in the charters of the respective colonies. For State and city systems, the plan would add somewhat to a brief statement of historical development, bringing the details of the courses of study into comparison with the attendance, and showing the number of persons studying each subject, and the amount of time devoted to it, thus exhibiting, as has never yet been possible, the work done by the youth in the schools of our country. Many details have been added and many modified, but there has seemed to be no sufficient reason for changing the leading features of the plan thus adopted.

During the five years from July, 1870, till the present time, the Bureau of Education has prepared five annual reports (including that for 1874, now going through the press), which number altogether 4,500 pages, and twenty-nine pamphlets, numbering 1,870 pages, so that the material for the five years is nearly 6,400 octavo pages. Up to the end of the last year the office had distributed about 20,000 volumes and 85,000 pamphlets of its publications; 83,000 volumes of its publications were or had been under the control of Congress, and 2,500 copies of one of the reports were printed for sale by the Congressional Printer, under a resolution of Congress. Since January the office has published 50,500 pamphlets, and 50,000 more will be issued very soon.

The facilities of the office as a means of communication between the educators in this country and those in others will be apparent on a moment's reflection. Before these national reports were commenced, no foreigner could possibly obtain an integral view of education in this country. It was not possible for him to visit all localities; he had no means of examining any considerable number of school reports and catalogues. Our education was put to a disadvantage, therefore, when studied from a foreign stand-point. An American experienced corresponding difficulties in endeavoring to obtain information from other countries. He might go there and study for himself; but it was impossible for him, as the representative of a State or as a private individual, to establish permanent and regular communications with the diverse foreign nationalities. Nations cordially interchange publications with each other, but not always with subordinate states or local officers.

Would you study the effect of any outside event upon education,

or the effect of education upon the affairs of the country? Here is an opportunity. The panic of 1873 has interested everybody. Has it touched education? Comparing the statistics of 1873 with those of 1874, you will find the attendance of pupils in academies and preparatory schools in 1874 exceeded by those of the same class of 1873 by 21,500. The attendance upon scientific and agricultural colleges decreased 1,700; upon colleges for women, 1,200. The total number of gifts and legacies for the benefit of education amounted nearly to \$6,000,000 in 1874 as against \$11,250,000 for 1873. But, if this office goes on increasing in the fullness and correctness of its information in the future as it has in the past, what a tower of moral strength it will become in promoting universal intelligence and virtue! Shall more or less taxes be imposed? Shall superior instruction be more or less under the control of the State? Shall more or less education be made free? Are more endowments required for academies or colleges or professional schools? Here is the opinion of no one enforced, but all recorded experiences upon the subject may be had. Would you compare State with State, or city with city, or college with college, or would you bind up all educators in one bundle? Here is the means. Does education anywhere fail? Is it anywhere, in any of its grades, inadequate? Here it is made known. Is a system or institution to be established? Here is all the information possible for the current year upon the subject.

We are now, as educators, turning our attention to the presentation of education at the International Centennial Exhibition of 1876. We desire to tell all the world what our education is, and what it has done for us. We expect to be brought into comparison with education under other forms of government. Are we to be able fitly to symbolize our education as the cause and preserver of our form of government, our free institutions? Are we to be able to show its superiority and their superiority over those of the monarchy and of the empire? In this desire, with what emphasis do demands come up to the Bureau of Education. But if this Bureau shall go on to do the work it has begun for the next century, nay, for all the future, with what an advantage will the friends of free government, founded in the intelligence and virtue of the people, turn to its work, its publications, and at the end of every year or century bring the facts with successful array for their defense and triumph. The century that closes illustrates its utility and enforces its necessity. Do not the actors in the centuries that are to follow already affirm their dependence upon it, and will they not condemn any one who deprives them of its benefits?

A METHOD OF TEACHING GESTURE.

By HOMER B. SPRAGUE, A. M., Ph. D.,
Late Principal of the Adelphi Academy, Brooklyn.

Great difficulty has always been experienced in teaching gesture, from the want of guiding philosophical principles. The treatises fail to give the reason that underlies the movements. The directions are either so vague and general as to give no available information in practice, or they are so multiplied and minute in the attempt to be specific that they bewilder the understanding and over-tax the memory. In the one case the resulting gesture is likely to be false; in the other, mechanical and perfunctory. In attempting a new classification, I can give but the merest outline in the limits assigned to this paper.

What is the basis of gesture? It is three-fold.

There are at bottom but three kinds of gesture; gestures of *place*, gestures of *imitation*, and gestures of *emphasis*. The first answer the question, *Where?* The second answer the question, *How?* The third answer the question, *How much?*

I. PLACE.

Gestures of place arise somewhat as follows:

An active imagination always assigns a place to the thing conceived. Nothing is more natural than for the eye to glance, as it were in curiosity, or to direct the listener's attention in that direction. If the scene or thing be not imagined to be directly in front, the eye and the face turn thither, and if the assumed locality be such as to require a considerable movement to face it, the whole of the upper part of the body may turn towards it, or even one or two steps may be necessary in order to fully confront it. If the speaker be animated, or his conception of the place referred to be vivid, his hand may also be lifted and extended in that direction, either involuntarily or with the purpose of pointing it out. The sequence seems to be as follows: first, the conception of the thing and of the place; secondly, a glance of the eye; thirdly, a turning of the head; fourthly, a turning of the whole upper part of the trunk and even of

the whole body; fifthly, an extension of the hand and arm; lastly, when fit words have been chosen, the voice names the object or alludes to it. These successive steps for the most part are separated by no longer intervals than is necessary for the nerve force to traverse the distance from the brain. They seem to be simultaneous, but are not strictly so. Most awkward is the making of these gestures in the reverse order.

A small object, occupying but a point in the real or assumed field of vision, is pointed out with the index finger; a larger object, with the whole hand open and extended: a still larger is located by a wave of the hand in the arc of a circle; an object filling most of the real or imaginary field of view, may be localized by a sweep of both hands.

These gestures will be many or few in proportion to the vividness of the speaker's imagination, his habit of assigning a place to everything, and his communicativeness or disposition to point out. Different temperaments will also exercise an influence in this regard.

Notice some applications or modifications of gestures of *place*.

1. If the object is conceived of as moving perceptibly through the field of vision, the eye or hand or both may follow it.

2. Time is conceived of under the images of space. *Present* is in front and near; *Absent* is off at one side; *Past* is behind; the distant *Past* is high and far in the rear; the far *Future* is high and far to the front.

3. Spiritual conceptions or ideas are expressed by types, symbols figures, analogies, derived from the world of matter. Something of the primary meaning of the word clings to it in its symbolic use. *Obedience* is *giving ear*; *rectitude* is adherence to a *straight line*; *error* is a *wandering*; *transgression* is *overstepping*; *heaven* is *heave-en*, or that which is *heaved high*; *hell* is a covered *pit*; *sublimity* is *height*, the effect of *lifting*; *hope* is a *reaching forth*; *faith* is a *tie*; *remorse* is a *gnawing* or *biting again and again*; *humility* is *nearness to the ground*, from *humus*, ground. We always conceive of the angels as above; of the devils as below; as Poe sings: —

“Neither the angels in heaven above,
Nor the demons down under the sea,” etc.

So it comes about, that moral qualities receive not only names, but also “local habitations.” How wonderfully, not to say miraculously, did Shakespeare's insight discern this fact, which he expresses thus: —

"And as imagination bodies forth
 The forms of things unknown, the poet's pen
 Turns them to shapes, and gives to airy nothings
 A local habitation and a name!"

All that is in the moral world is lofty, sublime, elevated, high, exalted, superior, supernal, etc.:—in a word all noble ideas, noble sentiments, lift the soul, the eye, the hand, and call for *high* gestures. On the contrary, all that is low, base, earthly, mean, dirty, foul, snaky, sneaking, crawling, vile, devilish, infernal, etc.;—in a word, all ignoble ideas and sentiments, lower the soul, the eye, the hand, and they call for low gestures. As a corollary, note that all intermediate qualities, expressed by such words as moderate, average, passable, common, ordinary, middling, usual, etc.,—in fine, all qualities or allusions which do not evidently require high or low gestures, would, if expressed at all in the "action" of the speaker, be naturally expressed by gestures near a medium elevation, so far as mere place is concerned. Abstract qualities belong here. Successively enumerated, they may be imagined to occupy relative positions in space.

Thus much for gestures of place. They are simple, easily made, picturesque, and they impart animation to discourse. A child of ten or twelve can easily be taught in half an hour to make them, and to give a good reason for making each one. It is well to show him where, in a paragraph or speech, a gesture of place may help to bring the scene more vividly before the mind's eye. In many descriptive pieces, as in Tennyson's Charge of the Light Brigade, it is well to locate beforehand, and with some care, the salient points in the picture, to form in the mind a plan of the battle, to conceive the field spread out like a landscape or a vast map before the speaker, and to station in imagination the prominent actors at their respective posts. Then, from the speaker's stand-point on the platform, he sees the whole action, and the scene is vividly reproduced in the minds of the audience.

Two cautions should be observed in regard to these gestures of place.

1. Avoid making too many. Redundancy is, however, a good sign here. It shows a lively imagination, and should not be too rigidly checked.

2. A speaker of little imagination is in danger of making too few of these gestures, or of making them in a lifeless, perfunctory manner. The *remedy* is to *cultivate his imagination*, quicken its power, and stimulate *it* to vividness. Train the *inside*, not the *outside*!

II. IMITATION.

A speaker of vivid imagination conceives himself to be in the midst of the things he describes. Often, by a contagious sympathy, he seems to be performing the deeds of which he speaks. His whole soul enters as an actor in the drama. In a circus you find yourself twisting and turning through sympathy with a gymnast performing a difficult and dangerous feat. Consciously or unconsciously you *imitate*. Hence, gestures of the second class, or gestures of imitation.

This imitation is the principal ingredient in pantomime. Roscius and Cicero contended to see which could express ideas the more forcibly; Roscius by action, Cicero by words.

John B. Gough's power is largely due to his mimicry. Beecher's imitations are marvelous. Nothing is more *natural* than imitation.

Notice some applications of this principle of imitation.

1. The idea of utter worthlessness inclines one to imitate the action of one throwing a useless thing down and aside; not to the front, for there it would be in the way; nor to the rear, for that act would require too much effort and would seem to give it temporary importance; but to the side, just out of the way.

2. Concession, or giving, is expressed by extending the hand as if there was something actually in it to be surrendered.

3. Receiving, or taking, is expressed in nearly the same manner by the extended hand, a little less open than before. To an audience, the extended hand, palm upward, means either, "Give me your attention," or, "I present to you this thought."

4. Politeness is expressed by the act of bowing in imitation of a courtier before his king. The bow is like the words, "your most obedient servant," at the close of a letter.

5. Courage is expressed by imitation of a bold combatant. The words bold, strong, courageous, if one takes in deeply and keenly the sense of them as he utters them, will cause the form to assume instantly erectness and strength. A speaker should be acutely sensitive to the meaning of the words he utters, and *give way*, with discretion, to the tendency to personate. Yield to the *impulse*.

Two cautions may be observed. 1. There is danger of too literal and exact imitation. 2. The imitation may be excessive or undignified. As if, in pronouncing the words "My opponent has in his argument turned a complete somersault," one should actually go through that performance on the platform or in the pulpit. "Suit the action to the word," says Shakespeare, "with this special observance, *that you o'erstep not the modesty of nature.*"

As in the case of gestures of place, the remedy, when one makes too few gestures of imitation, is to cultivate vividness of imagination, make the picture bright and distinct in the mind's eye, enter sympathetically into the feelings of the actors in the scene that is painted, — in word, train the *mind* rather than the *body*.

III. EMPHASIS.

Every strong feeling tends to manifest itself by gesture. The inward motion is to some extent measured by the outward movement. The bodily agitation is in some degree proportioned to the mental. The loudness of the voice is also largely indicative of the earnestness of the speaker. These symptoms of force of feeling or intensity of passion are so natural that children and childish persons are easily deceived into supposing that mere noise and violence are the proper gauge of power; as a good mother in Israel in one of the rural districts enthusiastically exclaimed of her favorite minister, "Ah, he was a powerful preacher! during the time that he dispensed the gospel to us, he kicked three pulpits to pieces, and pounded the insides out of five bibles!" Shakespeare's exquisite taste again displays itself in Hamlet's advice to the players: "In the very torrent, tempest, and, as I may say, whirlwind of passion, you must acquire and beget a temperance that may give it smoothness.

* * * Oh, it offends me to the very soul to see a robustious, periwig-pated fellow tear a passion to rags, to very tatters, to split the ears of the groundlings."

But, notwithstanding all extravagances, the fact remains that bodily force does in some degree exhibit and measure mental. There are many modes of this manifestation. Ex-Governor Washburn of Massachusetts gives the impression of great power by rising on the toes and settling back solidly on his heels. Hume tells us that Whitfield stamped his foot with great energy. Vice-President Wilson vigorously shakes his head. Rufus Choate and Edward Everett had a remarkable tremor of the hands. Ex-Judge Porter smites the table with his fist. Wm. M. Evarts sometimes gives the impression of immense energy by raising his arms and shoulders and fetching all down at once with a bow like that of Sampson, when he "brought down the house!" Very many, indeed, almost all degrees or emphasis may be expressed by the nod of the head. This may be so slight as to be almost imperceptible, or it may combine all the strength of the neck, shoulders, and back of an ox.

But whether it proceeds from natural belligerency, or from the ease, grace, and power of the movement, the most common expression of

emphasis with most speakers is by a blow of the hand and arm. All degrees of force may thus be indicated by varying the length, the rapidity, and the apparent effort of the stroke. A blow with the fist is more emphatic than one with the open hand; a blow with both hands, more emphatic than a blow with one. The blow combined with the nod is in almost every instance more graceful and energetic than either gesture alone.

These gestures are very often combined for illustrations. "I tell you, though *you* [emphatic stroke of *place* to the front on *you*], though *all the world* [outward sweep of *place and emphasis* on *all the world*], though an angel from *heaven* [upward stroke of *place and emphasis* on *heaven*, the eye being also lifted], should declare it, I would not believe it [imitative shake of the head implying *negation*]. The gesture naturally precedes, by an imperceptible interval, the utterance.

There will be little need of preliminary study to determine where and what should be the gestures of emphasis. They will take care of themselves. *Yield* to the inclination to strike or nod, but be careful not to lose self-possession or self-control.

Three or four cautions may be proper. 1. Avoid awkward gestures. 2. Except for emphasis or imitation, let the line of gesture be curved rather than straight. 3. Avoid postures in which you would not like to be represented in marble or on canvas. 4. Let face and attitude harmonize with mental state, except for comic effect.

THE RELATION OF PUBLIC HIGH SCHOOLS TO COLLEGES.

By Principal SAMUEL THURBER, A. M.,
of the Syracuse High School.

That the primary education shall be provided and directed by the State, is a perfectly well-established American maxim. That the higher, or collegiate education shall not be provided and directed by the State, is also, in some places and for the present time, an accepted principle. Who is to provide the necessary connecting link between the primary and the higher, viz., the secondary, or intermediate education, is not as yet settled in any manner whatever. The State charges itself with the responsibility of the beginning; various corporate bodies, independent of each other, in some important respects unlike each other, and independent of the State, have come to have nearly exclusive charge of the end. But between the beginning and the end yawns a gulf, which is not yet securely bridged.

Were the American educational system wholly secular, or were it wholly ecclesiastical, it would have at least a unity which it does not now possess. Were the primary education not in need of the higher to furnish a goal for scholarly ambition and to supply directive talent, the actual lack of unity would not necessarily be felt. Were the higher education not in need of the lower, to supply all its students and enable it to be in reality a *higher education*, — in this case again the existing lack of unity would be of trivial moment. These are of course utterly impossible, hardly imaginable, cases. We express the general consciousness of what ought to be when we name our national institutions of education, from the lowest to the highest, an educational *system*. We recognize thus the mutual dependence of all the units, which are related to each other as parts of one whole, and so constitute an organism. We all believe that in this system of institutions the law should be *unity*. We cannot for an instant maintain any other theory than this: that from first to second and from second to third, there should be logical sequence. Without inner adjustment and co-ordination of parts,

there is no system : and that we have, or ought to have, a real system based upon a single law that correlates all its elements, probably not an educator who hears me to-day will be willing to deny.

During the few minutes that I may claim as my share of the time of these meetings, I would direct the attention of the *Convocation* to one point in our system of education where the unity so essential to the symmetry of the whole is most sensibly lacking ; and to a suggestion of feasible methods of gaining a step upon the chaos and the anarchy which we hope at last to abolish utterly.

The ground upon which the primary education, directed by the State with civic and secular aims, and the higher education, directed by divers corporations with private and peculiar aims, meet and test each other, is the secondary school, known to us as the public high school or the academy. If the common school and the college are subserving purposes essentially different, the discord will become perceptible in the high school which must listen to demands both from below and from above. This mediatory function of the secondary school will not involve difficulty if the extremes between which it mediates are already concordant, and its task is simply to conduct an orderly progress from lower to higher. If, however, mediation implies the conduct of a progress upward from the lower grade which is not coincident with the approach to the higher grade, then the attempt to mediate involves a difficulty by introducing a dual character into the secondary plan of work. Again, if the high school, preceded by schools whose standard of attainment certainly does not fall, but rather rises, with the lapse of time, finds itself succeeded by colleges whose standard of admission is sensibly lowered by modern changes, plainly its field is narrowed, and the college, that should be its goal and test, becomes its competitor with unfair advantages.

Thus I have hinted at elements of weakness in high schools growing out of their relation to the colleges by which they are followed in the line of progress, and for which they are supposed to fit the pupil. Allow me to dwell a little more in detail upon these briefly indicated topics.

Interesting as it would be to seek the genesis and trace the historical development of the institutions of secondary education in this country, the limits of this paper forbid the task. Accepting these institutions as they exist, we find them divided into two classes, corresponding on the one hand to the common school, and on the other to the college. The public high schools of our larger towns, organized and maintained by the same public boards that

control the common schools, belong to these and are ancillary to these, while, whatever relation they have to the colleges, is casual and precarious. The academies, having originated in the most varied ways, without common plan or purpose, are not organic parts of a systematic whole, but are sporadic and heterogeneous, so that each for itself, may adopt any relation which it pleases to the higher or the lower education, and, may be, as its interests determine, either a gymnasium to a college or itself a collegiate institute. Of these institutions I do not now purpose to speak.

I have said that the public high schools are primarily meant to subserve the interests of the common schools. This reactive function they fulfil in various ways. As a goal whose attainment demands diligence and punctuality, they furnish a healthful stimulus to these scholarly virtues in the large mass of pupils in the common schools. They also supply the educated and trained teachers, who, in large numbers, are necessary each year to recruit the *personnel* in these schools. Managed as they ought to be, the high schools constantly test the quality of the work done in the lower grades. A city superintendent has, in his high school, a perpetual index to the faults of his system. He can examine there in full maturity, the weaknesses whose germs in the lowest classes eluded his scrutiny. Thus, as ancillary to the common schools, the high school fulfils its chief function.

Other responsibilities also it has more directly concerned with the public education. It is important to the State to train a number of capable youth for the responsibilities of leadership in the commonwealth. The State, no less than the church, is interested that there shall be a class of well-educated citizens, qualified to take positions of special trust, competent to manage large and complicated concerns. In truth, the State has vast interests at stake in the *colleges*, much as it may shrink from the task of organizing and conducting such institutions. That it is willing to adopt as its own the *secondary* education, so far as it has done, is a subject of most righteous congratulation.

Last among the functions of the high school, is the duty of preparing students for college. On this subject there is much to be said, and at no distant day, I hope, considerable changes in this matter will be brought about.

My knowledge of high schools warrants me, I believe, in assuming as a fair type of such institutions the high school of Syracuse. This school is organized with a teacher to about every thirty pupils, an allowance as liberal as the public treasuries of our cities and

towns are often called upon to provide. This corps of teachers finds itself just about adequate to the successful execution of the school plan of studies, *minus* almost every thing that is specially and distinctively preparatory to college. Fortunately it is found feasible to make the principal portion of the work in preparation for college coincident with the general course, but what remains has found its opportunity only by over-crowding other studies, or else has been to some extent neglected. Either alternative is bad. A very little crowding, a very little nervousness, a very little worry, are everywhere inconsistent with good teaching.

Again, while more than a third of the pupils study Latin, hardly a third of this third study it with the view of fitting for college. Less than a tenth of all study Greek. The large classes in Latin consist principally of scholars whose high school course will be all the Latin they are ever to learn. To conduct the Latin course of such scholars as if it were a mere preparation for a fruition yet to come elsewhere, would be unwise and unjust in the extreme. Our relations to colleges are not the paramount consideration in determining the details of even our classical work. Just as the course of study in the primary and grammar schools is the result of the best thinking which experienced educators have been able to bring to bear on the subject, so ought the high school course in Latin to be guided, not by the light of college catalogues, but by the most matured principles of pedagogy. Were there, instead of divers colleges, a state university, then the high school teacher, who has to direct his classical course by college requirements, would be relieved from the present necessity of answering to himself the questions, *what* college, *what* catalogue, shall I follow; though it is conceivable that he might still be hampered by too minute exactions even in that case. It happens this year that I am sending pupils to the classical course of five different colleges. These pupils have studied together during four years, for a large portion of which time their choice of college has been made, and known to me. Anxious that they should all meet the requirements of the impending examinations, I might easily have been embarrassed as to the course proper to pursue in circumstances so distracting. The only possible course in such a case is to refuse to open any college catalogue whatever, but to aim at the highest possible classical scholarship. Fortunately the colleges are all very liberal in their construction of their own requirements, and this theoretical difficulty of our position as high school teachers is reduced practically to a minimum not extremely embarrassing.

I have mentioned the high school course in Latin as an instance of a study in which the course of formal preparation for college and the general course of the school might easily seem to coincide, but, if the catalogues are to be strictly followed, do *not* coincide. The study of Latin is of the very highest importance in the high school, quite irrespective of its traditional character as a passport to college. The high school course of four years suffices for such an amount of this study as will secure the most valuable elements of the training which it is so well adapted to provide. Large Latin classes should therefore be encouraged in high schools. For these classes a rounded course of four years' study should be devised. The principles on which this course should be formed, should recognize the questions as to what is the best pedagogy of the elements, the best choice of the literature, and the most judicious apportionment of the time of the course between grammatical analysis and historical and literary discussion. That is, the course in Latin in the high school should be formed upon the needs of the school as a finality, as its other courses are formed. The course of study in the lower schools is most wisely so shaped that at the points where large numbers of pupils leave, as at the end of the grammar schools, the antecedent course shall be already tolerably complete. Again, large numbers of pupils drop out from the series of educational institutions at the end of the high school course, and for the majority who so fall away, the course should be arranged. A second or parallel course in Latin, is of course out of the question. There can be only one course, and this should be adapted to the needs of the majority. This course would constitute an excellent preparation for college, if only the colleges and the high schools were agreed as to what it should be, or if they were agreed that there might be several good and reasonable courses, and that any sufficient indication of thorough antecedent work in the grammatical elements and in elucidation of suitable authors and of appropriate points of antiquities would be accepted as evidence of the required maturity and proficiency. The colleges, by the terms of their requirements, somewhat too narrowly confine the preparatory schools to a line of study, which, considering the age of the pupils in some of these schools and the opportunity which they have at their command, is needlessly restricting. In the study of Latin I therefore suggest that a larger opportunity for the high schools would be appreciated by them, would react favorably upon the colleges, and would put the school and the college into harmonious relation, a consummation most devoutly to be wished.

To come to the study of Greek, I see no device by which it can, in like manner, be brought into harmonious adjustment to the interest of the school and the college. President Eliot has recommended that the strain upon the high schools as preparatory to college be relieved by the abandonment, on the part of the college, of the requirement of Greek. Several schools, I understand, have already taken advantage of this recommendation, and have omitted Greek from their course. The advantages of such omission are obvious. The Greek classes are always among the smallest in the school and have to be taught by the most expensive teachers. Thus, the Greek instruction is generally a *costly* element of the school course. The small Greek classes require as much of the time of the school as do the large classes in physics, algebra, Latin or history. The abandonment of the Greek releases and makes available for other departments which sorely need them, the time and the strength of both teachers and pupils. In many high schools at the present day two modern languages are taught. Latin always is taught. When Greek is also included, the language element acquires too great a preponderance. Moreover, a school that makes beginnings in four languages, makes too many beginnings nearly all alike. Too much elementary language is not desirable. Profounder study of language, a more liberal *use* of language as unlocking the treasures of the past, this is what the high schools need.

Now, I am well aware that he who, professing to be a classical scholar and teacher, offers or faintly echoes the suggestion of the abandonment of Greek from the established school curriculum, seems very like a traitor in the classic camp. Therefore, as I am not a traitor to the cause of the ancient languages, but much rather an ardent supporter of this cause, anxious to see it thrive still more, I hasten to explain and defend my position. It is because I wish the all-important element of classical study in our school course to be as fruitful as possible, that I venture to second the often urged recommendation of the president of Harvard University.

This recommendation, be it observed, is not that Greek be utterly thrown away from the college course. It is that Greek be abandoned as a requirement of admission to the collegiate classical course, and that other equivalent requirements, not less rigidly exacting in their nature, and more consonant with the general work which the public expects of its high schools, be substituted in its stead. President Eliot does not recommend that the offer of submission to a Greek examination, on the part of an applicant, be rejected, but that a thorough mastery of German or French, for

example, be accepted as its equivalent. These recommendations are quite in harmony with the plan of elective studies now successfully working at Harvard, which allows the student, when once entered, a wide range of optional courses. If election within the course is right and judicious, why not election in preparation for the course?

Should any one follow me in discussion of this paper, it will not be relevant to repeat the well-known eulogiums of Greek as a language of infinite flexibility and grace, and of its literature as the embodiment of the highest beauty and the profoundest philosophy yet attained by humanity, because I am not attacking Greek at all on any such ground. I am myself in the ranks of the Hellenists, heartily and unreservedly a believer in the ennobling, refining influence of Hellenic studies.

If I thus succeed in saving myself from the charge of philistinism, I would offer the following suggestions as to the amount of æsthetic culture and of linguistic training which our students do actually derive from the study of Greek.

To appreciate the peculiar excellencies of the Greek language, literature and art, requires more maturity than high school students have usually attained. Greek enthusiasts are almost always teachers whose culture has ripened during years of familiarity with the language. College students of the better sort get a glimpse of the promised land, but directly turn away and forget it henceforth totally. Not even the Greek studies of the high school *and* the college succeed in so thoroughly leavening the culture of the average college graduate that it remains thenceforward perceptibly affected by the fine influence. But this point aside. The little Greek that can be taught in the high school, beginning with the paradigms and continuing thence two years, is absolutely, if left to stand by itself, null and void with respect to its influence on the students' culture. As an element of the high school course, Greek has no justification whatever except as a response to the demands of the college catalogues. It is, therefore, studied only by intending college applicants. Unlike the Latin classes, the Greek classes are small. Students who take Greek commence it, perhaps, usually midway of their school course, and add it to the Latin which they have already begun, and which is continued without Greek by the remainder of the class. Those who take Greek must drop some study which they have been pursuing. In short, the Greek classes constitute a disturbing element. They make it impossible to carry the Latin forward so liberally as would otherwise be feasible. I

submit that the time now given to two ancient languages would produce more and better results to youths of from 15 to 19 years of age, as ages average in the high schools, if it could be concentrated upon one such language. Further, the time now given to Greek would be more profitably employed in the case of the high school student if it could be applied to the elementary study of botany or physiology, or if it could be so utilized as to secure an acquaintance with suitable portions of English literature, now too generally, for the sake of ancient literature, left to chance, and therefore neglected. At least 75 per cent of the pupils of our high schools who reach the end of the course go no further. No one can claim that these would have done well to pursue Greek for one or two years. Of those who do go further, not by any means all take the collegiate classical course. While Greek is almost universally recognised as being by tradition and long prescription an essential element of the preparation for the standard collegiate course, is it, I would ask in all seriousness, in the nature of things a more indispensable prerequisite for advanced study than the possible acquaintance with English literature, the possible training in English composition, the possible knowledge of simple botany and zoölogy, the possible thoroughness in Latin, the possible fluent mastery of French or German, some of which might become actual could they share the time and attention which it usurps? When I visit our university, I find a professor, competent to teach French philology, and to introduce the adult classes before him to the spirit and significance of French literature, actually engaged with the first lessons of *Fasquelle*. And so it is all but universally. By what fatality comes it to pass, I ask, that the professor in the college must teach his young gentlemen and ladies the rudiments of French, which are eminently suited in every way to the capacity of the youngest school children, while the teacher in the high school laboriously inculcates in the minds of his boys and girls the mass of linguistic detail which makes up the Greek grammar? On every principle of sound philosophy, the French rudiments are suited to immature youths. They will never again be learned so easily, so thoroughly, so permanently, as in childhood. Whoever learns French means to learn it for life-long, practical use. Almost nobody learns Greek, except for the purposes of the college course. All graduates except teachers, and now and then a notable exception, rare and strange, like Gov. Dix, proceed straightway to forget this accomplishment of their college days. But all who have once mastered French, aim to retain it, regret the loss of it, and value and constantly put into practice

what they have acquired. French, therefore — and what I say about French applies also to German — being destined for practical use, as a serviceable accomplishment, and Greek being a pure culture-study, not meant to be retained, but to shed a light upon, and add a fine æsthetic quality to, the whole sum of culture which the student acquires, and then to pass away and be forgotten, — French, I say, being intended for use, and so demanding practice and training, and Greek being intended for beauty, and therefore demanding thought and contemplation, the modern language rightly claims the earlier, and the ancient language just as rightly claims the later, place in the scheme of education.

In any liberal education, French and German are absolutely, now and henceforth, indispensable. In a philological liberal education, and in an æsthetic liberal education, Greek also is indispensable. The wider range of serviceableness and of pertinence to the demands of modern life belongs to the modern languages. The high school must, therefore, direct its course to the achievement of sound and thorough work in these languages. It cannot afford to postpone them to Greek. That the colleges postpone them to Greek is intelligible only on the assumption that the colleges do not yet quite recognize them as needing early training and practice in a far greater degree than the ancient language.

What a well-planned and well-officered high school, following a system of carefully-supervised, thorough primary schools, can do, is in general terms, somewhat as follows:

In mathematics it is perfectly feasible to cover the whole ground of algebra as represented in the elementary works, to review arithmetic, to master the whole of geometry and trigonometry, with a substantial course of astronomy. A few high schools already include analytical geometry. I think that high school teachers generally would wish that the colleges required more mathematics than they do. What they are organized to do, they would like to have all possible encouragement and inducement to do well.

In Latin, it can, during its four years' course, bring forward its pupils, or at least the better three-fourths of them, to the point of possessing an intelligent mastery of the idiom sufficient for all but rare and exceptional needs that arise in the standard authors, with a vocabulary adequate to the understanding and the translation of a certain judiciously restricted range of such authors. By adjusting the study of antiquities in the large sense to the range of authors studied, the pupil can be introduced to the spirit, the environment of social, political or intellectual circumstance in which the authors

wrote or spoke, so that it will not be difficult for him to interpret their significance as expressing phrases of ancient life and thought. For this, the best purpose to be subserved by classical study, it is perhaps wise and feasible to choose, primarily, important and interesting chapters of history and biography, as from Livy, Cæsar, Curtius, Nepos, Sallust, Tacitus. Not a few high school teachers, I believe, desire a text-book in Latin of good historical selections, going back to the foundations of Rome and coming down to the Empire, with English commentary and connecting links; such a book, perhaps, as Herbst and Baumeister's excellent *Quellenbücher zur alten Geschichte*. Then should be chosen, also, from Cicero, examples of forensic pleadings, as the Verrine orations and the plea for Roscius, which furnish opportunity for the study of legal procedures and connect the ancient life with the modern in ways that are interesting and startling to observant and intelligent youths. In poetry neither Ovid nor Virgil can be spared, and both may be made the text for a thorough study of the influence of ancient upon modern literature. In connection with the study of Latin, a fair general view of modern philological science can be attained; and I would suggest the desirableness of substituting discussions of such science for a portion of the labor now often given to the perfectly useless and benumbing task of memorizing the so-called rules of quantity and their exceptions under the head of prosody.

In French or German, and, perhaps, with the brightest pupils, in both, the high school can achieve fluency in reading, and some acquaintance with the literature. The relation of the French to the Latin and to the English becomes a most fertile source of illustration, both of history and philology.

In general history such an amount of work can be accomplished as is represented by the ordinary text-books of the subject, with the special study of periods on which the classical studies throw additional light.

In natural science, physiology, botany and physics proper will not be neglected.

Withal, English literature will have had a place of honor. To postpone this all-important subject to any thing whatever in the standard list of college requirements is utterly indefensible. To postpone it to Greek is an instance of fatuity hardly paralleled in our educational arrangements. That our highest institutions of education, with whom lies the *jus et norma* in the matter of direction and example, should, by their prescription of requirements, determine the education of large numbers of youth for the period of

three or four years, without including therein French or German, is sufficiently strange; but that they should omit all mention, and so consent to the neglect of English literature, is, indeed, totally marvelous.

What I have here outlined as a possible high school course is not much different from the general course in many actual schools. As a general course of study, to further the education of the mass of its pupils, and then to pass them on to the responsibilities of self-determined activity, I submit that it is judicious and reasonable. As a course of college preparation, I submit that it is also judicious and reasonable.

To unify thus the course of study by making wholly coincident and single what are now divergent and unassimilable courses in the high school, is extremely important to the school, and, I venture to say, to the college as well. The existing traditional plan exacts that the boy choose, as early as his fifteenth year, whether he will go to college. He then withdraws from the common interests of his fellows, forsakes the natural sciences, which perhaps he loves specially well; the modern languages, whose golden opportunity he loses forever, and English literature, which solicits his regards on every hand, and devotes himself to a partial, narrow, quasi-ascetic, discipline, in conformity to principles which, coming from an age that was itself narrow and ascetic, were then beautiful and true, but have to-day become an anachronism. What if this boy, as often happens, is at last debarred from entering college? How stands his education then? If all the pupils who should complete creditably the high school course were thereby fitted for college, more pupils would find an inducement to complete the course, and thus the schools would profit by the change. If all high school graduates should, upon graduation, find themselves qualified to enter college, a great many more than now do *would* enter college, and thus the colleges would find their gain. At present a youth may study faithfully and well in the general course until he creditably reaches its end, say in his eighteenth or nineteenth year. If, then, the opportunity of entering college first presents itself to him, well educated as he is, he cannot go without devoting a year or two more to hurried, cursory, superficial work, which is supposed to *fit* him, but is really better adapted to *unfit* him for further intellectual advancement. Such cases are not rare in high schools and academies. In the academies they may, perhaps, be manageable, but in the high schools they are perplexing. Often the only alternative is to recommend them to private schools, which understand and practice the art of fitting for college with celerity and dispatch.

A scheme of college preparatory requirements which exacts certain measured portions of certain text-books, is a temptation to that vice of study which all educators agree in condemning, viz., *cramming*. The colleges exert upon the high schools a pernicious influence by fostering the tendency to this evil. What think you of the smart teacher who guarantees to fit boys for this or that college in a year or two years? What think you of the college that finds the boys thus rushed through the classics *ready, fitted* for its work? Away with such charlatanry in school or in college! The graduate of a good high school in the State of New York holds a Regents' certificate. That guarantees his primary education. He also holds the high school diploma. That guarantees his secondary education. On what principle of public policy or of professional comity do the colleges repudiate both these honorable guarantees? Is this the way to foster unity, to promote scholarship? The young men and women, possible applicants for admission to college, have learned that the desire of the colleges to receive large numbers of students is overmastering. Hence feebleness, superficiality, half-scholarship, against which it is vain to strive.

The recent introduction into the colleges of scientific and semi-scientific courses, each with its peculiar requirements of preparation, only still further complicates the case for preparatory schools which profess to fit for whatever the colleges demand. That the colleges have found the establishment of these numerous courses necessary, I will not doubt. That the times are out of joint, or rather, that the age is infantile and that professional training must in many instances be built where there is but little or no foundation, I concede. Much as I regret to pass my pupils on to college from the earliest years of my course, I cannot deny that, immature as they are and young as they are, the hurry of life about them and the precocious ambitions that, without their responsibility, fill their heads, render it expedient that they pass one, two or three years in the different atmosphere of a college before grappling with the competitions of business life; and I therefore let them go. But these premature applicants for college honors, however we may regret their unripeness, create no disturbance in a school whose course is single and self-determined. They simply withdraw and leave their classes smaller for their going. The school does not guarantee them as fit for any thing whatever. If the colleges find them acceptable, well and good; if not, still well and good; in fact, for the school, a good deal better.

Just as the high school reacts upon the common schools below itself, presenting itself to them as a desirable goal of attainment and testing their work by constantly holding up to them a mirror wherein they may see their successes and their failures, so the high school desires that the colleges react upon itself by carrying forward a goodly number of its graduates through four years of advanced study established upon the foundations which the high school has laid. This advantage it does not now enjoy. The college tests only a small fraction of the high school work, a fraction performed under disadvantages, its opportunity cramped, its quality lowered by the perpetual need of haste and hurry. Were the high school course identical with the college preparatory course, then the high school would claim, both as a favor and as a right, that the college should accept none of its graduates who should not bring with them to the college doors its certificate of graduation whereby should be implied a guarantee of good moral character and of diligence and faithfulness in scholarship. Should any college feel such confidence in the thoroughness and fidelity of any particular school as to find itself warranted in accepting the school diploma in lieu of all examination, such a relation of friendliness and intimacy would strengthen the hands of the teachers more than I could possibly describe. It is a significant fact that the only state, so far as I am able to learn, where such intimate relations between the high schools and the college have as yet been established is one which has adopted the college as its own and which harmonizes all interest by bringing all grades of education under the same public law. Is harmony impossible in this state because the colleges are numerous and sectarian? While all pursue the same aims in spirit and in substance, is there not enough inner unity to agree upon the details of an improved relation to the public schools which come into closest contact with them? That this inner unity at no distant day may express itself in an outer and formal union with the public school system should now be the foremost wish and endeavor of every friend of the higher education.

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A PLEA FOR ELOCUTION IN THE ACADEMY.

By Miss KATE M. THOMAS,
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Among the various opinions which prevail in regard to the necessity and propriety of the study of elocution are three which are extremely erroneous. The first is, that orators, like "poets, are born, not made;" that "eloquence is the gift of nature, and should be left solely to her direction;" that only the favored few will become fine readers and speakers under any circumstances, and that for them to try to improve upon their natural gifts, is only to "carry coals to New Castle," while those who are less gifted are wasting time and energy if they strive for any excellence in this particular. Not a few of the educators of our youth, men of intelligence, sound judgment, and good sense on other subjects, entertain this opinion. It is easy, however, to prove that they have the wrong side of the argument. We have only to become acquainted with the history of eminent orators, from Demosthenes down to those "whose breathing thoughts and winged words" thrill the audiences of to-day, "whose burning eloquence sways the listening thousands just as the forest is swayed by the summer's wind," to learn that not a single instance can be found where nature, unassisted, has produced the orator who, in any degree, approached perfection. Yet there are many who, by earnest study, have, in a great degree, overcome natural disadvantages, both of voice and action, and become fine speakers. Another, and opposite view of the subject is, that good speakers and readers are already in the majority, that the ability to speak and read well is by no means a rare accomplishment. Those entertaining this opinion argue that we, as Americans, talk better than we do any thing else. They contend farther, that the possession of thought insures its correct and happy vocal expression, and that any culture in this direction is unwise; that the teacher or school that aims to train its pupils in the accomplishment of good speaking is sure to be doing unsound work in its culture of thought; that we neglect the culture of the reason and the moral sense, in striving to develop the faculty of expression. Notwithstanding these opinions,

observation and experience alike teach that good readers and speakers are comparatively few in number. We are forced to the conclusion of the *New York Times*, in its recent criticism on the Inter-collegiate contest, "that, although speech-making is a fatal proclivity of Americans, yet our speech-making is not of a high order."

We cannot deny that in many instances we lack what the minister did to make him a fine pulpit orator, viz., "expression and ideas;" that thought is too often wanting is true, but so is the correct expression, the manner is as poor as the matter. The assertion that the possession of thought insures its correct vocal expression, that the ability to think and write intelligently carries with it the power to express those thoughts in a correct and pleasing manner, will be contradicted, we think, by the majority of teachers of experience, and if we wish better authority we may go back through the ages and consult Cicero. Said he: "It is of little consequence that you prepare what is to be spoken unless you are able to deliver your speech with freedom and grace, nor is even that sufficient unless what is spoken be delivered by the voice, by the countenance and by gesture, in such a manner as to give it a higher relish." Those of any experience in teaching know that this freedom and grace in delivery, this propriety of gesture, and this correct facial expression necessary to the speaker, are not natural to students, even to those of the highest order of intellect. In addition to these we have only to recall the sermons we have listened to, which were model compositions. Neither good rhetoric, good logic nor good gospel was wanting; nothing but good elocution, but through this deficiency more than one-half their power was lost. We cannot see the injudiciousness of culture in this direction, for, if the thought is worthy of any expression, its strength and beauty will be increased by giving it the best. Nor do we understand how the development of the faculty of expression involves the neglect of the culture of the reason, or necessarily blunts the moral sense, unless in the one case a disproportionate amount of time is devoted to it, and in the other the pupil obtains the idea that he studies elocution for the purpose of showing off in rhetorical exercises, or at school exhibitions. Such will not be the case in a well-regulated school, nor under the guidance of a judicious teacher. Instead of this the pupil will be made to understand that the study of elocution is to speaking what rhetoric is to composition, "a means, not an end." No one questions the propriety of the development of the mental or physical powers to any extent, and as the faculty of expression is the instrument of the mind in its communications with the outer world, and

requires development, we argue that it should be cultivated as well as the others. It would be quite as reasonable to assert "that we neglect the culture of the reason and the moral sense" in teaching composition or mathematics; and the school, making pretensions to a high grade of scholarship, that neglects the cultivation of this faculty, fails to do its whole work—all that might reasonably be expected of it. There is still another opinion which is quite as erroneous as the two already mentioned, viz., that while elocutionary culture is necessary, yet proficiency may be attained in a few weeks or months of study. Acting upon this misapprehension of the subject, we find the student giving years to the languages, philosophy and mathematics, and then at the close of his course of study, expecting to master the science, and perfect himself in the art of elocution in a few weeks' study. The fallacy of this theory is found in the fact that usually by this time bad habits have become so confirmed that it is almost impossible to overcome them. The fact that by arduous and persevering labor many of our eminent men have succeeded in making fine speakers of themselves, even after they have completed a course of study, and entered upon a profession, proves too much, as it evinces that very much more might have been accomplished with the same effort at an earlier period. So long as either or all of the above opinions prevail to the extent they now do, we shall continue to send forth from our schools those who are proficient in every other branch except this very important one. We shall have plenty of ministers who spoil the finest sermons in delivering them; lawyers who put judge and jury to sleep in the presentation of pleas which have cost them days and nights of exhausting labor; graduates with diplomas in their pockets who cannot read a column in a newspaper intelligibly; of course, we use the word intelligibly in its broadest significance here. Much that is called elocution in our academies and high schools should not be dignified by the name unless the modifying phrase *very poor* is placed before it, as it consists in speaking a piece once in two, three or four weeks, upon which the pupil has had no drill except what he gave himself, and is not subjected to any criticism upon its rendition. The only benefit derived from this kind of elocutionary practice, if such it may be called, is the confidence gained by standing before an audience; this is worth something, especially if the pupil be diffident, but is still a small part of elocution. Such culture, or rather lack of culture, will never properly develop oratorical talent. Not until elocution has its true position in our course of study, is regarded a science as well as an art, and is systematically and thoroughly pursued with other branches,

will good reading and speaking be the rule instead of the exception. The academy ought to furnish to those seeking a higher culture than schools of lower grade can give, the means of improvement in this department as well as in rhetoric, literature, etc. : First, by furnishing teachers who are thoroughly competent to do this work, having made the subject a profound study, whose system is founded on nature, and who are enthusiastic and earnest. Second, by so arranging the course of study that we shall have elocution the first, second and third years. We shall not give too much time to it if we pursue it throughout the whole course, for here a "little learning is a dangerous thing." The imperfect acquisition of the art, arising from an ignorance of principles, has done much to create a prejudice against the study. We ask for such an arrangement of the course of study for several reasons, the first of which is that a large percentage of our students is drawn from the public schools, and we presume that we shall not challenge dispute if we assert that in these schools the rudiments of every other branch are more efficiently taught, and the reason is obvious, like teacher, like pupil. An utter ignorance of principles, with the most imperfect acquisition of the art, characterizes the teacher in the majority of cases. An eminent educator, while speaking recently before the "Massachusetts State Teachers' Association," on the qualifications of teachers, said that he had never known more than ten or a dozen good readers, and this was the result of many years of observation, and in Massachusetts, where elocution receives more attention probably than in any other State in the Union. There must be something radically wrong in the teaching, or want of teaching, from the fact that children generally lose all the natural sweetness and flexibility of voice in the process of learning to read. Monotonous, humdrum tones are substituted for those which ought to be agreeable and musical, and, as we have before intimated, an academic course is late enough to begin to correct bad habits which have thus far grown with the growth and strengthened with the strength. Another good reason for the pursuit of this study is that it is conducive to the health of the student. It furnishes an agreeable change, and, consequently, a rest from those studies which require closer mental application ; besides, the practice is beneficial in the highest degree. Just as athletic exercises render the muscles of the gymnast strong and pliant, so the culture of the voice for reading or speaking involves the training of the lungs, gives vigor to them, and expands the chest, while at the same time it strengthens and improves the vocal organs. Vocal gymnastics, which bring into lively action the muscles of the

back, chest and abdomen, as well as the respiratory and vocal organs, are quite as beneficial, as far as they go, as any system of calisthenics or light gymnastics. Of so great importance did the Greeks regard this feature of development that the student passed through the hands of three different masters in this department alone before completing his course. One master developed the power and range of his voice, another improved its quality, and a third instructed him in modulation and inflection. Says Monroe, in his excellent little work on "Physical and Vocal Training:" "Since the production of voice is a muscular operation, it calls into action many organs directly related to the vital economy, consequently, every step taken toward permanently improving the voice is so much done toward building up the health and vitality of the general system." It is a well-known fact that pulmonary consumption has been cured by elocutionary practice; and in most cases throat diseases among clergymen and other public speakers might be avoided by a knowledge of the proper use of the respiratory and vocal organs, which the study of elocution would give. Let us not suppose, then, that time and attention bestowed in this manner are lost. A third reason is found in the fact that it is a means of cultivating the taste for the works of the best writers both of prose and poetry, especially the latter. Dr. Porter, in his work on "Books and Reading," says: "An accurate taste in poetry is an acquired talent, which can only be produced by thought and continued intercourse with the best models." The study of elocution in part effects this, by bringing the pupil in contact with, and under the direct influence of the best authors, since choice extracts from these are largely used in elocutionary practice. The student of elocution soon learns that a clear understanding and right feeling are the foundation of all correct expression; that it is impossible to intelligently communicate to others what he does not himself clearly understand; that he must make the feelings and emotions his own, and for the time being take the place of the author, and, therefore, he must be in full sympathy with the thoughts expressed; that in order to be able to do this he must closely study, and thoroughly analyze. He learns that the golden secret lies in learning to feel; that "he who in earnest studies o'er his part, will find true nature cling about his heart." Thus in this process of study and investigation he finds new beauty in the old poets; and those which before were unknown, or if known were not understood are now appreciated and enjoyed. He is not satisfied with a sip at the fountain of poesy but must drink deeply. Pupils have frequently told us that they were never interested in

poetry until they learned how to read it. Any culture which tends to elevate the taste, in this era of books, when the tendency of so much of the literature is to superficiality and depravity of taste, should not be deemed unwise. Moreover, this taste thus acquired may be made an efficient aid to composition. The study and reading of poetry increases the intellectual power by exercising and strengthening the imagination. Says a well-known author: "The study of poetry, especially of the loftier type, is eminently useful as a preparation for the writer who is required to compose in moving discourse, or on grave and elevated themes." In the process of elocutionary training the ear becomes more delicate, and more refined in its sensibility to choice language, the use of rhythm is better understood, the writer is able to discriminate more nicely between harsh and discordant sounds, and those which are melodious and smooth. The study necessarily involves the art of criticism on language, which is of untold value to the writer. It also tends to the cultivation of habits of observation. Since "Art is Nature better understood," he who would excel in expression, must study Nature and her children, he must have his eyes and ears open to her sights and sounds, for the more closely he is able to imitate the latter, the nearer he approaches perfection. The roar of the ocean wave, the roll of the thunder, the sighing and moaning of the autumn wind, the patter of the summer rain, and the thousand other of nature's voices must be intently listened to and reproduced. He must closely observe and study man under the influence of different passions and emotions. The tremulous accents of old age or sorrow; the animated, joyous tones of childhood; the pathetic expressions of excessive grief; the excited vociferations of the multitude; the aspirated utterances of fear and horror; and even the natural language of the brute creation will not be studied in vain by him who would excel as a speaker or reader. Last but by no means least, let us teach Elocution as an accomplishment. It will better repay the time and energy devoted to it than many of the so-called accomplishments. What proportion of those who study painting become artists of merit? How many of those who devote years to the study of instrumental music become skillful performers? Yet the same time devoted to the culture of the voice, that most wonderful of all musical instruments, because it is the handiwork of the Great Master, will render it capable of giving forth sounds whose melody "will forever enrapture Memory as she listens." Let our pupils be instructed that to read well is a charming and elegant accomplishment; that the culture of the voice for good reading very

much improves that same voice for conversation; that there is always a fascination about good reading; that the occasions for the exercise of this talent are very frequent; that it will add very much to their other acquirements; and while it gives them the power to minister to the happiness of others, will increase their own. Let them understand that the music of speech from cultured lips possesses equal power with song to reach the heart; while erect and dignified as well as graceful positions, and good facial expression are the additional advantages gained by this study. We have thus briefly and imperfectly presented some of the reasons for thorough instruction in Elocution in our Academies. To us they seem worthy of the consideration of those whose aim it is to develop harmoniously all the powers of the mind and body.

FIELD STUDIES AND SCIENTIFIC EXCURSIONS.

By Professor D. R. FORD, D. D.,
of Elmira Female College.

MR. CHANCELLOR, AND GENTLEMEN OF THE CONVOCATION — It is my purpose, in this paper, to set forth two lines of thought — the *values* of field studies; and the *methods* of scientific excursions.

They both bear certain relations to the improvement of educational processes. Genius cannot work without materials. A whole world of outstanding facts and phenomena is waiting for interpreters. While the more ancient objects of study, in the classics and mathematics, are of no less value than formerly, yet the late immense increase of scientific discovery has quite become the characteristic of the present age. No century so well as ours has obeyed the primeval command — “to subdue the earth, and have dominion over the fish of the sea and the fowl of the air.”

The author of “Cosmos” says that “an equal appreciation of all the branches of the mathematical and the physical sciences, is a special requirement of the present age, in which the material wealth and the growing prosperity of nations are principally based upon a more enlightened employment of the products and forces of nature.”

The men of the stone age, and the nations of the age of steam, hardly seem to have been inhabitants of the same planet; the one having been the slaves of rugged nature, and the other being its regal masters. And this mastership has slowly come by the labors of the multitude, and the genius of the few, in questioning and opening the secrets of the material universe.

What, then, is the value of scientific field studies in this groundwork of gaining dominion over nature?

I venture to name, first, *the educational value*.

The sciences of geology, botany, natural history, mineralogy, and a list too large to mention here, owe their existence to researches in the field and the laboratory. But their value in mental culture arises from the fact that they develop the perceptive powers and the reasoning powers simultaneously. It is not true education to repress one of these and stimulate the other. Let their growth continue equally, side by side. The world of nature furnishes the

perceptive powers of the mind with the earliest and the most abundant materials. Phenomena pour in upon us through every one of the senses unceasingly. There is often a feeling of bewilderment consequent upon their variety and beauty. How fresh and novel all things appear to a child. No sooner does he see the glories of the rainbow, or perceive the fragrance of flowers, or the glitter of crystals, than he begins to ask their causes, meaning, uses. What he observes he strives to interpret. He begins to reason about them at once. Thus the natural world furnishes objects of perception and materials for reasoning at every step in life. Now, there are some indispensable branches of learning, like the more abstract mathematics, and the classics, in the study of which the reasoning powers grow apace, while the perceptive powers measurably halt. But the out-door studies we are contemplating require us to observe, to measure, and classify the materials and forces around us. Thence we are led to generalize upon our facts, to infer relations and laws, until we enter upon the most profound problems that ever exercised the human reason.

Incidentally, also, by these field studies it comes to pass that great museums and priceless collections and rare cabinets, are gathered from every nook and corner of the globe, and they become available for the world's instruction.

Proceeding to another point, I offer a second plea for field studies, from the fact that they may be made to *confer vast benefits upon the business operations of mankind.*

Upon this earth man is only a tenant in common with other tribes of creatures. Certain animals he has taken into partnership with himself, as the horse and the sheep, and seizes the lion's share of the profits. Certain other animals, however, are his enemies, and make war upon his person or his property. In this battle we often get defeated. We are forced to invent better weapons, and get allies. I may illustrate by reference to one of our newest enemies, the Colorado beetle, *doryphora decem-lineata*. From the ill-omened canyons of the Rocky Mountains he has moved upon us with myriads of greedy warriors. He steals our property in the potato plant. The terror of farmers, he is hard to conquer. Prolific, poisonous, patient, "his soul goes marching on." France and Germany may, indeed, pass laws against him, but he cares not for senates or needle-guns. There is no resource left us but to go into the field and study his tactics and habits, and parasites. From the laboratory we ought to bring forth the mightiest artillery of chemical science against the potent legions of this obscene little beast. While he eats our tubers,

go into alliance with some more prolific creature that will eat *him*.

In sober truth we are at present miserably deficient in our knowledge of insect habits and antidotes, simply for lack of extended field studies in entomology. Moreover, our country has the bad eminence of originating at least two great enemies of agriculture. The other is the *phylloxera*, or vine pest, a parasitic insect of probable American birth. Leaving us in peace, he ravages Europe. He came without any passport. This minute creature, preying upon root or leaf, imperils the grape-growing interests of whole provinces. No remedy known; more field studies needed.

One hardly need mention that frightful apparition in the northwest this year, which of old devoured the fields of the Nile, and made stout-hearted Pharaoh tremble in his palace. Are there no birds, no parasites, no poisons, no biting east winds, that can rid us of the all-devouring locust?

Is it necessary to state the losses resulting from the silk-worm pest, the cotton worm, or the curculio, not to mention a score of minor foes, in order to show the advantages to business interests which would accrue from patient field studies in discovering remedies against these destroyers? If, on the other hand, attention is turned to the increase of valuable products, this utility is equally evident. Recent studies into the growth and habits of fishes have resulted, as all know, in stocking lakes and rivers with a scaly crop which already begins to bear very useful harvests. Good food from the waters will soon be had for the taking. It is a triumph for scientific skill thus to harvest the sea. Neither is it supposable that all the treasures of coal and metals and quarries that wait the touch of labor are even yet discovered.

There can be no doubt that many plants and animals, at present wild and useless, will ere long disclose their good qualities, and be pressed into man's service. It is from this kind of research, by such like men as Audubon, Humboldt and Livingstone, that we may expect future additions to our list of foods, timbers and medicines. For it is certain that no botanist has yet seen all the useful trees in the *sylvas* of the Amazon, nor described the medical plants or useful cereals of the heart of Africa.

My limits only permit the merest allusion to a third value of field studies, found in this fact, that they offer *a never-ending resource of pleasant occupation to the mind*.

Nature is ever fresh and strong. Every tired wrestler who, like Antæus, touches the ground, gets new power. It is said that untutored Indian mothers draw disease out of their sickly children by

burying them to the chin in warm soil. It is more than probable that exhausted teachers, tired clergymen, and worn out editors would gain strength and spirits by a better acquaintance with summer sub-soil. Vacation earth is very healthy. Dust is morally pure.

And if there ever comes to be a pleasing substitute for the trashy fiction which is finding its way into every dwelling in these times, it is most likely to be found in a study of healthy nature. I am one of those who believe that the out-door study of the elementary natural sciences will go very far to pre-occupy the minds and hearts of American youth against this mushroom reading, so little of which is healthy, and so much of which is mere poison.

Let me now suggest what is probably the highest of all values to be found in field studies in science.

They furnish new constants, which are the factors of future discoveries.

These constants are also the criteria of doubtful or disputed theories. These constants of nature help to make scientific predictions possible. The constants of an object are those fixed qualities, forms, numbers, and measures of force, which are native to the object itself. The boiling and freezing points of water are familiar constants. Many hundreds of these have been discovered after almost infinite labor, such, for instance, as the fractional series of phyllotaxy, the refractive indices of transparent media, the chemical equivalents, the densities of elements and compounds, the velocity, length and frequency of the undulations of light. Into this class will come all positive knowledge relating to vegetable and animal life, as to their mean size, strength, and the compounds they form or destroy. Much is known, but more remains undetermined.

In astronomy we have the constants of refraction, aberration, distance, magnitude, and attractive force. The value of these is incalculable. The labor of determining them with accuracy has taxed the greatest minds of this modern age. Doubtless, this Convocation will recur with admiration to the labors of one of its illustrious members, Dr. Peters, who, besides being the largest owner of asteroids, has contributed to the more accurate solar parallax, from the recent transit of Venus. These constants form a treasury of knowledge available for all future time. Moreover, they are fruitful of coming knowledge, constituting the solid basis of scientific forecast. It has been shown by Jevon and others, that he who discovers a new constant or two in a given object, thereby greatly enlarges the field for future discoveries in all that may relate to that object. We understand that, if the number of constants known

be denoted by n , then the formula $\frac{1}{2}(n^2 - n)$ will express the number of reasonable inferences which we may make concerning the nature and laws pertaining to the object. Now, this ratio increases rapidly with the square of n itself. Thus every new constant rapidly augments the chances and enlarges the ability to discover new laws of nature. It will be seen that, if we consider the diamond, we simply know its specific gravity, hardness, refractive index and crystalline form. But what scientist can tell us the mode or condition of its real origin? Is the graphite hypothesis of its origin, or the petroleum, or the carbonic acid theory, the true one concerning this matchless gem?

So also it stands respecting other and more celebrated hypotheses. Nothing could be more useful just now than a few new comprehensive constants in biology and palæontology to help the discussion as to the origin of species, the hypothesis of natural selection, and the true paternity of man. Patient scientific field studies will probably find them if they exist. As to the effects wrought upon any class of animals or plants by their environments, every candid thinker will admit that such patient, accurate, long-continued studies must be made before the evolution hypothesis can be either verified or revoked. Nor can the undulatory theory of light altogether escape the same crucial test, considering that it is connected with the hypothesis of a cosmical ether. No indisputable facts seem to be known concerning this assumed substance, yet there is high probability of its existence. How is it related to gravity and inertia, and what is its co-efficient of elasticity?

Again, it is well to remember that facts discovered in one department of nature have often been found to bear close relation to widely different departments, so that they overlap and unify what was previously a fragmentary or discordant mass of knowledge.

Many a fact has lain idle a long time after its discovery before its significance came to be understood. Sometimes such facts have compelled the student of nature to invent a new process, or even a new instrument of investigation. Often such an instrument alone has formed a new era in science.

The perplexing black lines across the solar spectrum, discovered by Wollaston, re-discovered by Fraunhofer, but baffling them all, with their mysterious secret, waited nearly half a century for explanation. But in due time Bunsen and Kirchhoff, with their spectroscope, initiated a matchless series of inference and discovery that will forever stand for the thoughtful admiration of mankind. The absorption spectrum gave up its secret. The discovery of new

metals began at once, and the constitution of the sun and of many stars became known. It is not too much to affirm that here a new era commenced.

I now dwell a moment on the *methods of scientific excursions*. These may be termed field studies of a larger growth. We might divide them into short trips and long trips, or classify them according to the subjects of investigation. But the methods for all must be essentially the same.

Thorough organization is a necessity. The region to be visited ought to be well canvassed beforehand by lectures and reading. It will then only remain to gather a few compact necessary instruments, and some light impedimenta for the start. At this point two difficulties often present themselves — a choice of companions, and a consideration of the bill of expenses.

If a small group of trained scientists join for an excursion, it is advantageous to take some hypothesis into the field with them. They will then test it, while surrounded by its natural conditions.

If, on the other hand, the excursion is to comprise a larger company of non-scientific people, even here, there is a curious compensating principle. Their chief will, of course, be skillful. It has been remarked that unscientific people have often performed the elementary parts of observation and calculation better than philosophers. They are not anxious about the outcome; they are not swerved from their straight path by any pet theory.

A curious case is given in the trigonometrical survey of an arc of meridian in India. The assistants who performed the manual labor of measuring the base lines, were so untrained that they did not know how to falsify the rods they used. The work was uncommonly well done. A good eye, a patient, persevering temperament, and an honest note-book, are fully capable of doing good service to science.

The bill of expenses is finally to be considered. Scientific excursions cost something, yet (begging pardon for alluding to personal experience) I have taken a band of a hundred students for a round trip of two thousand miles, first-class fare, for a fortnight, at an expense of thirty dollars each. At various times we have visited the Lake Superior iron and copper regions, and have studied a little the flora and the geology of the northern lakes. Other excursions have led us to the coal mines of Pennsylvania, the shores of Maryland, the gentle scenery of Virginia, the borders of Massachusetts and of Canada. The bill of expenses varied from two dollars up to thirty.

If there is any secret it is in the principle of co-operative travel. "Many hands make light work"—many people make light fares. A school, with good management, homogeneous in friendships and pursuits, will be able to make a scientific trip at a trifle over half the expense a private person will usually incur. Associated labor makes cheap products. By association it is demonstrable that the grand trip to Europe can be brought far inside the limits of usual cost. It is quite within the means of hundreds who long for this unrealized dream of a life-time. It is remarkable how much reduction can be secured by consulting competing lines, by making definite contracts beforehand, for definite numbers at specified times, and that, too, without in any material degree limiting the personal freedom of study and inspection.

I close this paper with the suggestion that *education by travel* is peculiarly adapted to a large class of unfortunates. I refer now to those youth who can never make any headway in learning *books*. School and college are their special aversion. Such students are yokes of sorrow to all teachers. They are bright enough, out of doors, but they have no gift for recitations. Yet their slow, pachydermic order of talent is too valuable to be lost to the world. For these minds let us have a school of travel. With a chief who is a master of learning and of human nature, they should move about like the peripatetic philosophers, studying by inspection and conversation all things on the spot where they grow; botany in the wild woods, geology in the mountains, navigation on the Atlantic, literature in Boston, law in Albany, finance in London, their "little Latin and less Greek" in Rome and Athens.

THE EDUCATION OF WOMEN.

By S. IRENÆUS PRIME, D. D.,
Trustee of Wells College

Mrs. Sarah J. Hale, the distinguished editor of the *Lady's Book*, is the author of "Woman's Record, or Sketches of Distinguished Women from the Creation of the World to A. D. 1868, including 2,600 persons!" In the preface to this great work, an octavo volume of nearly 1,000 closely printed pages, Mrs. Hale says:

"Among these hundreds of celebrated ladies, not one has ever made herself famous by great discoveries in physical science, or by any wonderful invention in the arts. Nor is it the lack of learning which has caused this uniform lack of constructive talent. Many ignorant men have studied out and made curious inventions of mechanical skill, women, never. I am constrained to say I do not believe a woman ever would have invented the compass, the printing press, the steam-engine, or even a time-piece."

And to these examples I would add that although woman has been the slave of the needle from the time when she sewed fig leaves and made aprons to the present hour, she never invented a sewing machine, nor any improvement in one. It was left for a man to put the thread in the wrong end of the needle, and pull it through the cloth with his foot, and so to make a sewing machine. Mrs. Hale continues: "Seeking to find out the reason for this lack of mechanical skill in woman, I have studied the Bible, history, philosophy and life; my position and pursuits have favored the research; I believe I have found the cause; but those who hold the doctrine of sexual equality will be no doubt shocked to hear that I am convinced the difference between the constructive genius of man and woman is the result of an organic difference in the operations of their minds; that she reasons intuitively or by inspiration; while he must plod through a regular sequence of logical arguments, is admitted by all writers on mental philosophy. But there is another difference which has not been noticed. Woman never applies her imaginative reasoning to mechanical pursuits. It is the world of life, not of things that she inhabits. Man models the world of matter."

"Hence it is apparent" (continues Mrs. Hale), "that those who

are seeking to elevate women through industrial pursuits and competition with men in the arts, will never succeed."

I have cited these facts and inference for two reasons: 1. They are the testimony of woman concerning woman. There are subtle and perhaps sufficient reasons why such a conclusion reached by *masters* in history, biography or philosophy, might be discredited.

Critics would find in prejudice, pride or selfishness, a reason for the deduction, if the author of it were a man. It is the result of a woman's research among the records of her sex; a noble, educated, philanthropic woman, to whom more than to any other woman is due that public opinion which has welcomed women to the medical profession, in which usefulness, wealth and fame, are offered as prizes to women as freely as to men. The testimony of nearly three thousand facts, all on one side, uncontradicted by a single witness, ought to be accepted as adequate to carry conviction to any candid and enlightened mind.

2. By the compilation and comparison of facts we establish principles. How do we know that a stone will fall when dropped from the wall, or that a man cannot step into a basket and lift himself over the fence by its handles? From an indefinite number of uncontradicted and concurring facts we have deduced the principle, and have settled down upon it, with confidence never to be disturbed.

Had Mrs. Hale discovered that in the entire list of her 2,600 illustrious women, not one of them had dark eyes or auburn hair, we would have considered the presumption strong, if not inevitable, that dark eyes or auburn hair is incompatible with that ability which makes women illustrious.

Again, if Mrs. Hale had found that here and there in the record of brilliant women, whose history she has recorded, there was one or a score of women who had sought out inventions, while the multitude lived and died without making any contribution of the sort to the advancement of the human family, we might have inferred, not the *impossibility*, but the great *improbability* that women will do any thing in that line.

The conclusions to which Mrs. Hale arrives have reference to the natural fitness of women for achievement in the industrial and mechanical arts — in such departments of human employment as require inventive and constructive faculties. There are no mental muscles, or organs for the exercise of peculiar powers, as would be implied in the words "the inventive faculty." A great discovery, like that of a new planet or a new hemisphere, is not the result of the possession by Columbus, or Le Verrier, of a faculty which was

denied to the majority of their fellow-men. They had reflection, judgment, comparison, combination, energy, perseverance, hope, and so they conquered, where others would fail.

The argument establishes the diversity in the endowments of the two sexes. It does not touch the question of superiority. This is merely a matter of opinion, about which there may be always a discussion without result. If the moral is higher than the intellectual; if among the intellectual powers those are higher which more intimately concern the social enjoyment of the human race; if the highest of all the possessions or gifts is to be the crown, the completion and the glory of mankind, then the woman is superior in her endowments, and justly holds that pre-eminence in society which is accorded her in every country enlightened by christian civilization.

The relative position of the sexes in the several portions of the globe is an index to the power of light and truth to direct us in the discussion of the subject of education.

In the kraal of the African the woman is man's slave to-day, and is regarded with less respect and affection than we show to our horses and dogs. When christian missionaries had founded churches among them, and made converts, the women could not be prevailed upon to sit in the same room with men, so strong was their dread of the master.

In the Hindoo races the degradation of women is, or has been, equally great. In all lands yet unenlightened by the sun of christian civilization the woman is the inferior. Illustrations are so many and familiar, it is a waste of words to reproduce them.

With the progress of civilization the respective rights and duties of individuals in their several places and relations are understood and acknowledged. Barbarians may go naked without being ashamed. In the lower orders of humanity in the most civilized countries men and women may herd promiscuously, like beasts. As they rise in the scale, the sexes are separated by a law that enlightened moral sense and reason recognize as one of propriety and expediency. In infancy and childhood the young of both sexes may be dressed alike, cared for in the same nursery, play-room and school. So long as the parental eye can watch the child, it is well to preserve the family relation in the education of children. When the age of puberty approaches, the careful parent instinctively separates the brother and sister, and silently ordains those walls which decency and duty suggest as necessary to the right moral culture of both boys and girls. If the intellectual education of

both were to be continued under the parental roof, it would be pursued under the same teachers for both sexes, until the time came when the choice of life-work made it important that each pupil should be taught in the arts and sciences essential to his or her vocation. But in very rare cases is it desired that even this limited co-education should be prosecuted. And the moment that the child, now a young man or a young woman, ceases to be a member of the family into which it is born, or introduced by a providence equally significant, from that moment every consideration of health, morals, and intellectual culture, points to the separation of the sexes from the first period of puberty, and until they are prepared to enter upon the responsibilities of men and women in social life.

The higher the standard of social culture, under the benign influences of the christian religion, the more complete is the separation of the sexes at this period of life. No reflection is cast upon those institutions in our own or other States where experiments have been tried, or are now in process. It is not pretended that the standard of refinement is higher in one section of the United States than in another, or that, in the same region, there is less civilization in one household than in another. Let it be granted that one man is as good as another, and that all men and women are created equal, and are equally advanced in the light of the 19th century of christianity and the 1st century of American independence. It still remains a fact that the law of civilization tends to encourage the separation of the sexes at that time of life when students, as a general rule, are in college. Judicious parents, with means at their command to educate their children as and where they please, do not deem it prudent to send their daughters away from home, where they are daily to be associated with young men at the same period of life. Every wise parent wishes to have a daughter, at that period, under the parental roof, or secluded from promiscuous associations with young men. This is a parental instinct, and culture develops it into a rational principle, which has made it the law of the civilized world. The reactionary effort of the past forty years is against nature, against education, and therefore is finally impossible.

It is freely admitted that the sentiment does not universally prevail in the minds of parents. And the reason for its non-existence could not be stated to the satisfaction of those who do not entertain it. It is also true that in new countries or settlements, where educational facilities are limited, it may be a necessity to combine in one the advantages which ought to be equally enjoyed by two. They

have done a good work, and in that we rejoice. But more than forty years have now elapsed since the subject was pressed upon the public mind, and a war was begun against separate colleges for the education of our sons and daughters. And the higher civilization of the country and the age has rendered its verdict by the establishment, within these forty years, of the broadest, noblest and best institutions for women, while not one of our old colleges and universities, all of them panting for students, and officered by gallant men, has opened its doors to women. The most favorable circumstances for success existed in Connecticut, when and where the Wesleyan University, under the care of the Methodist denomination, opened its halls and course of study to women, in 1872. The long and loud demand that finally broke down the wall of exclusion, justified the universal expectation that scores, if not hundreds, of women were waiting for the privilege of entering the gates of learning as soon as they were seen upon "their golden hinges turning." Four women composed the army of occupation that year; *one* the next, and one the next, which was the last year. The correspondent (of the *New York Tribune*) to whom I am indebted for these facts, favors the system, but says:

"It seems likely that co-education here will die a natural death at an early date. Contrary to the expectation of those who favored the system, ladies do not come. Those in the two lower classes are nearly related to the members of the Faculty, which may account for their presence, and it is said there will be no lady applicants during the ensuing year. Those who are here have won for themselves the respect of even the most bitter opponents of the system, while the high grade of scholarship which they have earned tends to disprove the argument that women are unable to compete with men."

This is one of the many subjects which will easily regulate itself. Discussion has, doubtless, aided in throwing light upon the philosophy of the question, yet after all, the success or failure of the measure depends on the taste, the culture, and the civilization of the community.

Like many other questions of expediency and propriety, neither reason nor authority will determine it. Wise men and good will differ. In some churches here and abroad men and women are required to sit apart. In some foreign churches a man and wife may not enter arm in arm, as they would walk in the street. These we regard as excesses of delicacy. The line is invisible and indefinable. But the general instinct of the highest civilization has

pronounced in favor of separate education of the sexes during that period which begins with puberty and extends to adult years, when the choice of a pursuit in life may have been determined, or the character more firmly fixed and developed.

It is in proof of this diversity of sentiment and the preponderance in favor of the separate system, that in our own State of New York, we have both systems in active operation, with such patronage as these principles would lead us to expect.

It is not that one set of *views* is more or less in harmony with ultimate right and highest usefulness; it is no censure and no praise for the advocates of the one system or the other, to hold, as I do, that parents will be guided in their choice of institutions for the education of their daughters, during the usual period of college education, by those ideas of what is *proper*, *safe*, and *desirable* in the relations of the sexes at that time of life, and while the moral and intellectual training of their daughters is the *one thing* needful.

The separate culture of young men and women at that age has been the general, almost universal custom of civilized countries; the simple dictate of enlightened reason and refined social ideas.

Germany, France, England, and New England pursue the system, not by concert, not as the result of discussion, but as the simple outgrowth of those natural laws which define the relative duties and destinies of women and men as forces in the harmonious machinery of the beautiful world in which we live.

The education of women is to qualify them for their station, as that of men to fit them for theirs. To prescribe the same curriculum for both, is to claim that both anticipate the same callings, conflicts and crowns. This sets the sexes into the same struggles with each other that now are confined to one of them, while the other is the solace, the inspiration of society and the race. In competition with man, under the inevitable law that the physically weaker of every race goes to the wall, woman, even in civilization, would be reduced to subordination as she is in savage and semi-civilized life. From a condition of slavery as in barbarism, and subjection, as in oriental life, woman emerges under the emancipating and exalting power of Christian civilization to the rank of the dominant social power in Europe and America. Not as a servant, but as the one served and honored, woman in our country is the mistress of the situation. It is the pride and the ambition of every Christian gentleman to render the woman of his choice independent, comfortable and happy. This purpose permeates the various strata of soci-

ety, existing in a higher or lower degree and development, according to the measure of each man's *culture* and *ability*.

Hence civilization has provided those splendid colleges for women which are the glory of our age, and of no State more illustriously than this. The writer has the honor, the labor also, of being a trustee of two colleges, one for women, the other for men. He has watched with the eye of an anxious observer, the adaptation of the studies and apparatus for instruction afforded in both. In that for women, the means and the standard are as high in whatever department of learning she requires to qualify her for the high calling of an American woman, as in the other to train the man for *his* work. Both are aiming at upward progress. But what would be gained to each by fusion of the two we have no microscope in either of sufficient power to discover.

What is the limit of education for woman? The limit only of education itself. All that she wants to learn she has the same right and opportunity that man has. Its limit is not the need of it for use: knowledge is good in itself, a tree to be desired; and in all gardens of earth there is no fruit forbidden to our daughters but free to our sons. It is well to *know* as well as to *be*; though you *do* nothing with much that you do know, and much that you are. Accomplishments are powers. Women with cultivated intellects, furnished with the stores of ancient and modern learning, familiar with art and science, philosophy and literature, adding to their virtues knowledge, and crowning their gifts and gettings with the highest of all educational accomplishments and attainments, that of RHETORIC, or the art of expression, women, with the sweet influences of the Pleiades, control the spheres in which they revolve.

They may not strive nor cry, and their voice may not be heard in the streets or at the polls, in the pulpit or the hall, but, like the stars whose speech is silence, their attractive power is felt through all the world.

MENTAL PHILOSOPHY IN COMMON SCHOOLS.

By Principal WILLIAM H. ROGERS, A. M.,
of Nunda Academy.

Write on the black-board for a class of girls and boys " $2 \times 3 = 6$." They understand it. Analyze their knowledge in this act. We find testimony-perception, sense-perception and intuitive-perception. Before a common school occillate a pendulum to illustrate the origin of all the tables of weights and measures and their connection with the pendulum and with the universal day-standard. The fixed attention of the scholars indicates their interest. "I see it!" "I understand and enjoy that!" are exclamations that beam from every eye. If we again analyze this manifest knowledge we shall find the three components as before. Thus it is in all cases of clearest knowledge. The crystal streams of testimony, sense and intuition, by gentle confluence form the pure river of science. Another fact appears in this analysis which it will serve our purpose to notice. Every sense-perception is ultimately and essentially an *intuition*. The five senses are merely windows made so that the self-active mind may directly look at and know the truth that is to be seen. The spiritual seer beholds abstract scenes. Also, every testimony-perception is, at the last and in essence, an *intuition*. The mind, especially child-mind, believes in testimony axiomatically. What the teacher says is truth to the pupil. God has so made the mind that, as a rule by nature and by experience, "In the mouth of two or three witnesses every word shall be established." Thus it appears that all real knowledge, from whatever source, is intuitional, all science is axiomatic, when you have arrived at it by whatever road you had come. Tell a class that a straight line is the shortest distance from this recitation-room to the post-office, and they know it is true, though they never measured the distance either by a straight, curved or broken line. So, say this room is smaller than the entire building, and they believe you in the absence of all measurements. It is evident that all the knowledge, both of the young and old, whether it comes into the mind by testimony, sense or intuition, is equally certain. If I tell a class that on a certain journey I saw the city of London so and so, they as surely believe my testimony as if they

had seen it themselves, and as surely as they know a straight line is the shortest distance between two points. Granting that a proper effort to give attention is kept up by scholars, and freshness and other necessary conditions for learning are present, any failure to interest and make scholars understand must be due to some fault in the teacher's expression, and not to the nature of the science being communicated. Any truth well told will be understood. The two modes of expression are words and examples. Tell a truth in proper words, and illustrate it by proper analogies, and intelligent minds will grasp it. There is no use, either, in masticating words for children so fine as some suppose. A proper adaptation, of course, is best.

"Whene'er you speak five things, observe with care
Of what you speak, to whom you speak, and how and when and where."

But what expresses thought truly is comprehensible by a child. Now, if these principles are well taken, there exists no more antecedent objection to mental philosophy in common schools on account of its so-called dryness and abstruseness than exists against arithmetic and geography, or against spelling, reading and writing, the vestibules of the vast temple of language. In common schools we teach the primary in all branches. A correct beginning of knowledge is made. The rudiments are commenced. So let us have a primary mental philosophy for our common schools. A good textbook and a live teacher are all that is wanted. The book should be brief, state and illustrate plainly the leading facts of mind. Leave out reference to controversies. How a geography would look with a history of the disputes had in the past over each of its truths! A spelling-book that should give all the different spellings and the lexicographical debates about the various spellings of each word would be worthless. Come some author who shall give us the right kind of a book for beginners — and there is also room for a "Fourteen Weeks in Mental Philosophy" for our academies — and there is but little doubt that the right kind of teachers can vivify this science in our preparatory schools. The eloquent pleadings in behalf of the physical sciences should not be abated. The Kindergärten excitement ought to be stimulated to grand success everywhere. But even the physical studies show that "the things that are seen (material) are temporal, while the things that are not seen (mental) are eternal." And the object-teaching of the Kindergärten finds that children are grandly capable of abstract or intuitive or mental science when properly guided. Whether it has or has not yet been scientifically determined that matter is the result of mind, life and force

in contact, and that mind, life and force are not the result of material organization, two things are, indeed, certain: First, that the greatest possible practical benefit in manifold ways would be rendered to the masses by the general discussion and true settlement of it. Second, the masses never will be able to appreciate and communicate the science of this vital question, and cognate ones, unless countless seminaries of thinkers be raised up in the way urged in this paper. It does not come within the limits proposed for this paper to argue the importance of this study in our common schools from the mental culture produced thereby, nor from the preparation and helps to self-thought which this branch would impart. But the academic and higher courses have of old been looked upon by educators as soundest and best when the three varieties of mental food, viz.: Mathematics, language and metaphysics, are harmoniously blended in them. The first two of these great departments of education are well represented already in our common school studies. Why should these nurseries be dwarfed and incomplete for want of a commencement of metaphysics? Primary mental philosophy would properly supply the defect. If at first a full introduction cannot be made so that this branch shall stand, as it ought, on the same footing with geography or arithmetic, let a general oral exercise for the whole school ten minutes each day, prepare the soil for planting this fruitful tree of knowledge. What brilliant flocks of oral lessons and illustrations would cluster around such ten-minute exercise. For example: Striking the knob of the bell located in another room, the teacher might fix the scholars' attention on the fact that *force rang that bell, and that the force originated in his mind*. Any other proper illustrations could be given establishing the truth that *force is mental action through matter*. Again, let him illustrate that *matter is forces in contact or confluence*. The next day, taking two pieces of lead, with each a smooth, plane surface, he might illustrate that *the force of attraction varies inversely as the squares of the distances*. That when the pieces of lead press together till the distance between them becomes very small, they cohere, because the force increases as the square of the distance decreases. That when matter is compressed sufficiently solid an Almighty force holds its particles together, proving the presence therein of the Almighty mind. In this or some similar way the leading facts of mind, life, force, and of their relations to matter, could be taught rudimentally.

Should this course bring out the youthful Darwins and Tyndalls in the common schools against their fellow Agassizs and Whedons,

it would not be a bad result. Our schools all need some such stimulus without sectarianism. The noise of battle that used to rumble and at times roar on mathematical and philosophical fields, between young contestants, has too much died away. The spirit of study and learning used to be much quickened thereby. Let the discussion of the origin of forces be widened and lowered, till from the oldest to the youngest pupil, the knowledge of the mighty theme shall come to all. "Stagnation is death." "Thunder purifies the air." "Opposition is the life of business." Besides, what more useful can be studied by young and old, and what can tend more to arouse youth to hunger and thirst for education than to know themselves—the latent and immortal powers with which a merciful Creator has endowed them?

SOME POINTS OF SCHOLASTIC PHILOSOPHY IN RELATION TO MODERN SCIENCE.

By Professor CORNELIUS M. O'LEARY, A. M., M. D., PH. D., of Manhattan College.

It is characteristic of our times to admit fresh evidence in behalf of questions, whose issues were apparently closed, and to set up unprejudiced tribunals before which even the most hopeless cause may gain an impartial hearing. In proof of this I need but advert to the multiplicity of topics discussed in presence of this learned Convocation, and the courteous forbearance extended to all those anxious to admit their individual views and opinions to its distinguished consideration.

Among the various attempts the human intellect has made to solve the riddle of life, none for so long a time dominated the hearts and minds of men as that system of philosophy which has immortalized the name of Aristotle, bestowed on St. Thomas Aquinas the beautiful appellation of "Angel of the Schools," and thronged with votaries the great universities of mediæval Europe; none more rapidly fell into desuetude during the so-called period of revival, pursued by the triple lash of ridicule, sarcasm and invective, and none is to-day more urgently and successfully appealing to the passionless ear and unbiased judgment of the 19th century for a calm and impartial reconsideration of its claims to be ranked among the philosophies of the day.

The charge most frequently preferred against the scholastic system is that it sacrifices facts to subtleties, mistakes names for things, is prone to hair-splitting, but powerless to grasp large conceptions and comprehensive views. These charges have but the semblance of truth to uphold them, and the utter confusion into which our later philosophical terminology has fallen, is a witness to the wisdom of the system which insists so strenuously on the refinements of verbal distinction, and admits to its vocabulary no word which has not stood the crucial test of a logical definition by proximate genus and proper difference. We may indeed inveigh against its unrealism, its love of subdistinctions, but a deeper glance reveals beneath those subtle tenuities and fine-spun reductions of language a thorough appreciation of the important bearings of philosophy on the most cherished interests of the race. Accuracy of speech is indispensa-

ble to precision of thought, and the records of philosophical controversies bear evidence to the truth that the wisest men have often argued on grounds which their adversaries entirely ignored because they had never been pointed out. The endless disputes of the Thomists and Scotists abound in instances of *ignorantia elenchi* for this reason, and Descartes questioned the correctness of Aristotle's opinion concerning the truth and falsity of ideas, while Locke differed from both for precisely the same reason; and to-day a more widespread ambiguity of language has become the prolific source of useless and tiresome logomachies.

In proof of the painstaking care with which the scholastic system proceeded in attaching clear and well-outlined meanings to the nomenclature it employs, we have but to consider the term "relation" which figures so conspicuously in recent physical theories.

In the latest works setting forth the doctrine of the correlation, conservation and conversion of forces, we find this term employed in the most vague and unsatisfactory manner, so that it is only after a close study of the scholastic distinctions of the word the scientific mind clearly apprehends the meaning of the new doctrine, and is enabled to criticise it intelligently.

In every handbook on scholastic philosophy, whether Tongiorgi's, Liberatore's or Rothenflue's, we find the following definition of the word relation: Relation is the habit, or respect, of one thing to another, and is distinguished from its foundation by a distinction, not of reality, but of reason; Such general distinction is subdivided (1) into Real, and (2) Logical. A real relation is that which subsists between objects independently of the mental act which perceives it, as between cause and effect, whereas a logical relation arises whenever, as St. Thomas expresses it, the mind apprehends any one thing, considers it as two, and discovers therein some reason for referring it to itself. Now the terms of a relation may be both really related as in the example of cause and effect, when it is called (3) mutual, or one of the terms may stand really related to the other, while the latter stands in relation only to itself, *i. e.*, possesses a mere logical relation, in which case the relation is called (4) non-mutual. Of this we have an example in the relation knowledge bears to its object, for, though knowledge cannot be without an object known, toward which it holds a real relation, it by no means follows that the object cannot be without being known, for its relation to knowledge consists in this, that the mind views it respectively to itself as the term point toward which the mind is directed in the act of knowing. A less common distinction is made between the

relation which views the terms primarily as related, these being chiefly employed to express the relation, and that which, according to its principal signification, represents the objects on which the relation is based and merely connotes the relation itself. The former is denominated a relation (5) *secundum esse*, and the latter (6) *secundum dici*. The relation between father and son is *secundum esse*, since the terms are primarily intended to express the relation, and accidentally only imply more. Of the relation, *secundum dici*, we have an instance in either expression—knowledge, sensation—both which terms primarily express a certain condition of the mind, and secondarily the relation the mind bears toward the objects felt and known. The terms (7) transcendental and (8) predicamental are likewise applied to these relations respectively, the transcendental exhibiting primarily absolute entity, in the same manner as the relation *secundum dici* and predicamental pure relationship, *i. e.*, *secundum esse*; or as Aristotle expresses it: "Predicamental relations are those entities whose whole entity consists in being related to something else."

These are the chief distinctions between relations laid down in ontology, and I have been at pains to exhibit them thus minutely, in order that it may be perceived from a close inspection of their functions to what an extent they not only facilitate, but render intelligible the application of this much-used term in all occurring contingencies. If now by the light which scholastic philosophy sheds upon relation, we examine its employment by writers on the correlation and conservation of forces, we will perceive that no little confusion and inaccuracy has arisen from an inadequate conception and a faulty definition of this important word.

Heat, light, electricity, magnetism, chemical affinity and motion are all correlative, and have a reciprocal dependence according to the advocates of the new theory, and the facts, I avow, point significantly to the existence of some relation between the forces in question.

But what philosophical mind can be satisfied with the mere general statement of the existence of this relation without the least attempt to determine or specify its character? Had the doctrine been broached by men versed in the delicate distinctions above pointed out, their first endeavor would have been to ascertain to which class of relations the convertibility of motion into heat, for instance, ought to be referred. If the relation be real, we must view heat and motion as related predicamentally, *i. e.*, as primarily designating a real mutual relation, in which case, just as progressive

motion ceases, heat becomes correspondingly developed, but the entity, of whatsoever sort we may deem it, belonging to that which awhile we called motion, perishes, and its place is usurped by a new energy or force we call heat. Such a conversion is properly substitution, and represents a real relation in which as one of the terms ceases the other begins to exist, the foundation, or basis, of the relation being the reason why, on the cessation of the one, the other is developed. If such be the correlation of force insisted on by some modern physicists, we can perceive no objection to the acceptance of the doctrine; indeed it is rather consonant with the universal economy of mutual compensation. But if, as Mr. Grove seems to contend, the individual entity of one force becomes the individual entity of another, then we shall speedily find ourselves deep in a quagmire of confusion and contradictions. What relation can be conceived as existing between that which was itself, but is itself no longer, having lost its *raison d'être* by being converted into something else? Motion, before it became heat, possessed a logical relation by virtue of which it was that which it was known to be, and by virtue of which it could cede its entity to nothing else except on the condition of ceasing to be altogether. If, then, motion is converted into heat, it can be so converted only on condition that, as it ceases, heat takes its place; for to say that the motion which was, has, so far as it possesses an identical entity, become heat, is equivalent to stating that what was no longer is, and yet is, since it does not cease to be, but is converted into something else. And of the latter it might be said that it is not what it is, since the motion from which it has been converted has not ceased to be, and consequently both heat and motion are at the same time. It is not the intention of this paper to attack the doctrine of correlation, which, if properly understood, is both fascinatingly beautiful, and is supported by most weighty reasons; but rather to point out the harm an inaccurate and vicious terminology may inflict on a valuable scientific discovery.

And I maintain that this is but one out of many arguments by which it can be amply demonstrated that to the unmerited oblivion into which scholastic metaphysics have fallen, are traceable the countless wrangles of modern philosophers, the deplorable tendency of modern science toward materialism, and the loose, vague and conflicting ways in which we find the important terms, infinite act and potency, employed.

Even the most recent addition to the literature of evolution and progress, a prize essay by Rev. Wm. J. Gill, thus confounds

condition with cause, terms which every tyro in philosophy is early taught to distinguish. "Cause and conditions in nature," he says, "cannot be discriminated, because both are determined by the same law, that of uniform sequence." Accordingly no difference is to be allowed between the efficient agent which produces and the indispensable conditions through which it operates, since the same invariable sequence is present in both cases. Such a confusion of words representing, even in ordinary speech, thoughts as wide apart as the poles, cannot but tend to retrogression in sound philosophy. There is another doctrine of scholasticism evincing a relation to the theory of the correlation and conversion of forces, to which, in accordance with the plan of this paper, I deem it proper to invite your attention for a moment, since it exhibits a strange and unexpected approach of an almost discarded theory to the most advanced physical doctrine of the day. The scholastic explanation of the primitive constitution of matter in its strict Aristotelian and Thomastic sense, does not meet much favor just now, even among scholastics themselves, but, as modified by Suarez and some more recent authors, it lends itself, in a marvelous manner, to serve as the corner-stone of the doctrine, which teaches the correlation, conservation, and transformation of force.

According to the Peripatetics, we must distinguish a first matter and a substantial form in all things. The former is defined to be an incomplete substance, which of itself is the subject of all occurring forms, indifferent as to what form it may assume, that is equally determinable into all. It is, therefore, pure potency having by itself no actual being, being neither this thing nor that thing, but capable of becoming this or that on the advent of the proper form. It cannot be generated by change, since it remains one and the same forever, and is consequently the direct product of creation. And as it cannot be generated anew, so it cannot perish, but is ever adapting itself to new forms. Since it is pure potency, it cannot of itself have an actual existence, but must be always wedded to some form. Just at this point the doctrine comes in collision with the atomic theory, and has consequently been modified to meet the facts of chemistry. Indeed long before chemistry had emerged into its present maturity, Suarez had perceived the absurdity of conceiving a first matter without some actual entity, by virtue of which it possesses an objective reality. "The first matter," he says, "has of itself and through its form its actual entity of essence, though it has it not without some intrinsic determination toward the form." This modification of the purely peripatetic notion of the first matter leads to a correspond-

ing change in the view to be taken of substantial form. Substantial form, according to the definition of the books, is an incomplete substance which actuates first matter, and together with it constitutes bodies in their determinate species. It is called the first act of the natural body, because the latter, as regards its matter, had but a potential being till, on the advent of the former, it received an actual existence preceding all accidents and operations of which it is the primary root. Hence the substantial form is that which imparts to things their proper entity, and makes them what they are. "The form of fire," says Aristotle, "is that by which fire is." Thus the sum of those properties which constitute a thing in its proper being, so as to make it what it is and nothing else, is its substantial form.

From this it will be seen that all actual entity belongs to the form and the matter is related to the order of pure potencies. It is not as when clay is molded into definite shape, for the clay possessed its own substantial form erstwhile, and but lend itself to a new one. It is rather as if segregated elements, which by themselves constitute nothing actual, on being brought together, give rise to a compound possessing a specific entity and an individual identity. I say, segregated elements of themselves constituting nothing; for such is the position to which the advocates of a purely potential first matter are reduced that they must deny to it all actuality, and consequently all that which makes any thing to be what it is. The modification, the necessity of which is so openly hinted at by Suarez, was completed without disturbing the essential character of the scholastic system, and has brought the doctrine into complete harmony with the most exacting data of modern chemistry. Instead of viewing first matter as something distinct from form, the later scholastics assigned to it an entity of its own, and consequently a substantial form inseparable from it. Thus the elements of matter supposed to underlie the chemical equivalents, became identical with the first matter of the ancients, preserving their indifference to the assumption of definite forms, and susceptible of numerical arrangement into molecules. As molecules differ, so do the resultant compounds; for the molecules alone impart specific character to substances capable of undergoing chemical change, and on the relation and arrangement of the molecules depends the chemical compound which thence arises. Chemistry indeed must look in the last analysis to the elements which enter into the molecules for the changes matter undergoes in obedience to its laws; but it can exercise no influence over atoms since they are inextensive, incontinuous, and by an invariable law of their nature give rise to molecules of different or-

ders by entering into them with numerical diversity and differing degrees of repulsion and attraction.

These primary elements of matter are consequently homogeneous, indeterminate and capable of giving rise to any specific compound by the manner in which they arrange themselves into molecules. They therefore respond in all respects to the first matter of the ancients, except that they possess an actual entity which is inseparable from them. This entity may be called substantial form, since it is through it that atoms are as they are, but it is a substantial form which cannot be lost and is opposed to the motion of pure potency. The form of the molecule which is the element of matter, as viewed by the physical sciences, is not a substantial form, since it is a form allied to something actual, but may more properly be denominated essential form, since it is through it the particular molecules of specific substance are as they are, and through it give rise to the substances in which chemistry discovers them. Atoms, therefore, viewed as first matter are the object term of metaphysics, while chemistry deals with molecules alone. Through all the changes matter undergoes atoms remain the same, and essential forms come and go. The atoms are the product of creation, and molecules the result of atomic action. The quantity of matter in the universe remains unchanged, since the same power which produced can alone destroy them: and this expression of scholasticism refutes Dr. Draper's assertion in his recent work on the conflict between religion and science, that the balance first demonstrated the invariability of matter in respect to quantity. Applying now this doctrine to the theory of the correlation of forces, we will find that it harmonizes with it wonderfully in all tenable and essential points. Every molecular change is accompanied by development of actual force, be it light, heat, electricity or motion, and on the conditions of the change depends the character of the force generated thereby. What therefore is denominated the conversion of one force into another, is the change of the conditions on which molecular action depends, the subject-matter remaining ever the same. The physicists of the new school tell us that as motion ceases heat is developed, and that what before was motion now becomes heat.

As before remarked, this is an inaccurate mode of statement; but if we employ the terminology of the scholastics, the result will be at once more philosophical and more scientific.

There is in bodies a capacity for action which is evoked by chemical and physical influences, and is the root of the *vis viva* of

the ancients, the dynamic, static and kinetic energies of the revivalists. This capacity is situated in the molecules, and depends for its character on their essential form. It is manifold as represented by the actual forces to which it gives rise, and is determined in act by the character of the agent which evokes it. Thus the capacity of bodies to generate heat resides in the molecules and is evoked by the specific physical act of friction. That same capacity generates electricity with heat, and the difference of the result depends on the special molecular constitution of the body. Thus heat, motion, light, chemical affinity and electricity are nothing more than so many different phases of the essential forms of matter, and are not strictly convertible but evokable in presence of the requisite conditions, the first matter, or atomic elements, remaining the same. All forms are accidental, and as such subject to perpetual change. The forces above enumerated are mere forms which cease or begin as the condition of bodies changes. They are not substantial forms, for the quantity or mass of the matter to which they inhere is neither increased nor diminished by them. It is the capacity to generate them that cannot cease, but becomes converted by molecular changes.

When therefore the advocates of the theory concerning the conversion and conservation of forces use these terms in the sense alluded to, they fall into the very error of the old Peripatetics, and make of foam a something substantial. That which cannot cease to exist in bodies is the capacity to generate force, and this capacity is convertible according to the molecular changes which chemical action brings about. This capacity likewise can alone be the subject of conservation, since bodies cannot lose it without losing that by virtue of which they are bodies, *i. e.*, without losing their essential forms. The doctrine then of the conversion and conservation of force, properly understood, amounts to this, that bodies exhibit new forces as their capacity for producing force is changed by molecular action, and that this capacity is inadmissible. It is highly unphilosophical to say that heat becomes electricity, for this would imply that heat had a substantial entity which becomes lost to it, and is transmitted into the substantial entity of electricity. The query is then suggested: What has become of the heat?

It has either ceased to exist, or it has not. If the former be the case, then the *neo-doctrinaires* lose their point; if the latter, we ask again where is it, and we are told that it has become another force. Such reasoning is not only puerile, but fatuous. "The

pent-up energies of matter," "latent forces," and such phrases as indicate a belief in the actuality of unevoked capacity, are glaring misnomers and exceedingly apt to mislead. We know that gun-powder exhibits tremendous force when ignited, and a mistaken view of nature's economy induces many scientific men to believe that it possesses the same energy beforehand, ready to manifest itself when certain conditions are fulfilled. If such be the case, that energy cannot be lost; but we know that if we submit the same powder to certain chemical changes, it will not explode; and where, we ask, has gone its pent-up energy? It certainly is not in the powder now as it was a moment ago, and it has not departed elsewhere. We should therefore rather say that a change of aptitude to produce certain effects has been wrought, changes occurring in the molecular arrangement on which that aptitude depended. This view gives no substantial entity to force. It only regards it as a mode of being, an essential form, *i. e.*, essential to the thing as it was which comes and goes like the changing images of a kaleidoscope. As before stated, this is not meant as an attack on the theory of the correlation of forces, but rather as a protest against the manner in which its advocates present it. If it is true that motion is converted into heat, it is true only on the supposition that motion as a mode of being is extinguished by reason of a change in the special molecular arrangement on which it depended, and that in consequence of the same change a new mode of being, which we call heat, has taken its place. In like manner force is conserved, not in the sense of pent-up energies and latent dynamics, but in the sense that where an actual exhibition of force is not occurring, an aptitude to produce it exists in bodies; the special aptitude to produce this or that force depending on the same special molecular arrangement above mentioned.

Thus presented and understood, I deem the doctrine true; nor do the strictures I have passed upon it in any manner conflict with the practical consequences resulting from it as set forth by its advocates. Thus then the scholastic system, as modified by Suarez and interpreted by some recent able writer,* finds itself in beautiful accord with one of the most recent scientific theories viewed and understood in a strictly philosophical manner.

The errors into which the school of conversionists have fallen are the result of a loose system of scientific terminology, the confounding of things physical with things metaphysical. And such errors

* *Vide* especially the series of learned articles on "Matter" in the *Catholic World*.

will continue to be repeated till we return to the rigorous accuracy of expression insisted on by the followers of Aristotle and St. Thomas.

Trammeled by the rules of the Convocation, I cannot extend my remarks; but, while hoping you will regard my views with an indulgence equal to the courtesy with which you have listened to them—for I know that they run counter to many prevailing notions—I look forward to the opportunity of returning to the consideration of this same theme, in your presence, at another time.

UNIVERSITY NECROLOGY.

PROFESSOR CHARLES BRODHEAD COVENTRY, M. D.By Dr. M. M. Bagg.

Many is the humble practitioner of medicine who has lived a life of unremitted usefulness, consecrated solely to the relief of human suffering. Yet as this life was narrow in its range, marked by no stirring events or deeds that win distinction, he passed away unrecorded and was forgotten. If, gifted by nature with unusual capacity, and strengthened by study and by trial for unusual service, he filled with credit positions of prominence and of honor, his name is perchance preserved in the literature of his calling, and, by his colleagues, at least, it is cherished and revered. But it is only outside the circuit of his calling, — when, to his claims as a physician, are added those he has gained in some other department, — that his history is deemed of such general interest as to merit a place in more public annals. The one of whom I am about to speak was eminent as a physician: he was also a zealous guardian of a seminary for the young. Because of his labors in the latter field am I permitted on this occasion to describe the place he held in the former; interests and cares subsidiary to the real purpose of his life justify an ample rehearsal of his more absorbing ones.

Dr. CHARLES BRODHEAD COVENTRY was fourth son of the distinguished Dr. ALEXANDER COVENTRY, and was born in Deerfield, N. Y., on the 20th of April, 1801. Soon after the death of his mother, when he was thirteen years of age, he went to Utica to reside. During the years 1817-19, he was occupied upon his father's farm in Deerfield, attending school during the winter season. Feeble health, by which he had been afflicted from his infancy, prevented the continuance of his out-door labor, and after a short term of attendance upon the district school, he became an assistant teacher in a school in Utica, and remained thus engaged until the spring of 1822. Then, with impaired health, he commenced the study of medicine in the office of his father and the associate of his father, Dr.

JOHN MCCALL. He was graduated as doctor of medicine in the spring of 1825, at the College of Physicians and Surgeons of Western New York, at that time situated at Fairfield, Herkimer county, and during the same year entered into partnership with his father. In 1828 Dr. COVENTRY was appointed lecturer on *materia medica* in the Berkshire Medical College at Pittsfield. This branch was conjoined the following season with that of obstetrics, and he occupied the lectureship during the years 1829, '30 and '31. A severe attack of hemorrhage from the lungs, with which he was visited in the summer of 1829, and which for a time seriously threatened his life, induced him to remove, in 1830, to the city of New York. The death of his father in the winter of the following year and the necessity for his presence to aid in the settlement of the estate brought him again to Utica, where the earnest solicitations of friends prevailed on him to resume his profession. In 1832, in view of the expected advent of the dreaded epidemic of that season, he was sent by the Common Council of the city to investigate the character of the disease as it had already manifested itself in some of the eastern cities. On his return he made a full report, which was published. His interest in the subject and the experience he afterward acquired when the cholera raged so fearfully among us, gave origin to a later and valuable treatise from his pen.

His practice had now so much increased as to compel him to relinquish his connection with the Berkshire School of Medicine. Yet his fondness for lecturing and his success as a teacher was such that in 1839 he took part in the organization of a medical institution at Geneva, and again assumed the professorship of *materia medica* and obstetrics. The next year the Chair was exchanged for that of obstetrics and medical jurisprudence. In 1846, in addition to the above post, he became professor of physiology and medical jurisprudence in the Buffalo Medical College, then just chartered. With this latter college he remained connected to the last, though of late only as *emeritus*-professor.

On account of continued ill health Dr. COVENTRY visited Europe in 1848. In Paris he was a witness of the revolution which terminated the reign of LOUIS PHILIPPE, and remained there five months. The voyage proved greatly beneficial to him, though afflictions awaited him on his return, his eldest daughter, an interesting girl, to whom he was much attached, having died in his absence.

From that time until shortly before his death, he was engrossed with the duties of his profession, and pursued them in spite of

broken health and frequent returns of hemorrhage. About six weeks previous to his decease, an abscess appeared in the same limb which in his youth had been the seat of a similar swelling. Though relieved of this, trouble ensued in the lungs, and his constitution was so far impaired as to gradually bring him to an end. He died on the 23d of February, 1875.

Dr. COVENTRY was in most respects a model of the *good physician*. Endowed with strong sense, well informed in what has been acquired and taught by others, prompt to note all that was discoverable of every individual case, he had laid up a large store of useful experience, which his calm, judicious, observant and ready mind fitted him at all times most wisely to apply. Yet though familiar with the teachings of his profession, with its diagnosis and its therapeutics, he was still more remarkable for his tender sympathy, and his self-denying devotion to those submitted to his skill. If he loved his calling for its intellectual pleasures, he loved it still more as a means of good to others, and because it gave exercise to the best feelings of a kind and generous heart. While he relished his books and the society of congenial friends, it was by the bedside that he was most at home; and how best to alleviate suffering was his principal study. As an avenue to wealth he scarcely seemed to think of his profession, and never was the proverb "*Galenus dat opes*" more falsified than with him. The poor, equally with the rich, were assured of his regard, and never failed of receiving, by night or by day, the best attention it was in his power to bestow. Few physicians anywhere have given a greater amount of unrequited service than he, and numerous are the poor by whom he has reason to be remembered with gratitude.

Possessed of a nice sense of honor and self-respect, he was strongly zealous for the dignity of his profession, labored in his writings, and his daily life for its elevation and its advancement, and frowned on every thing that savored of ignorance, trickery or empiricism. The union of physicians into societies, whether sectional or state, he looked upon less as secret guilds, intended for the aggrandizement of themselves and their members, or as instruments wherewith to make head against a common foe, than as agents to work upon the community for its own good, to enlighten it on questions of health, and to stir it up to acts of benevolence and mercy. In this spirit he advocated the frequent delivery, by medical men, of public lectures, in their respective neighborhoods, upon physiology, hygiene and kindred topics. In this spirit he many years since, and long before the creation of the State Asylum for the Insane, moved both county and State societies to urge the Legis-

lature to take action in behalf of this unfortunate class; nor did he intermit his exertions until the asylum was successfully established. He was appointed by Governor SEWARD as one of the original Board of Managers, and was placed on the committee appointed to arrange a plan for its organization. He held the position of manager for a number of years, and resigned just prior to the appointment of Dr. BENEDICT as superintendent.

Of the appointments strictly within the line of his profession that were held by the deceased, there were various posts in the Oneida County Medical Society, including that of president in 1843. Of the State Medical Society he was a permanent member since 1841, and in 1854 was its president.

Alive to the ever-increasing science of medicine, he read much, but while he read he was not less willing to impart, and he contributed freely to these societies and to the journals of the fruits of his personal experience.

His warm benevolence and his constant readiness to subserve the general welfare, were fully recognized by his fellow citizens, and they called him to be President of St. Luke's Hospital and Home, President of the Board of Trustees of the Utica Female Academy, and Warden of Grace Church. The duties pertaining to these several functions, he discharged with uniform punctuality, discretion and faithfulness.

Obvious to all, were the kindness and courtesy of Dr. COVENTRY, his sympathy with suffering, his modesty of self-assertion and his toleration of the opinions of others. Less evident were the delicacy as well as tenderness of his sensibilities, his pure-mindedness and nicety of honor, his decision and firmness of adhesion to the right, his quickened conscience and the deep-felt obligations which were the underlying basis of his character. Strongly social in his nature, sensitive to the esteem of his fellows, and expectant of the favors begotten of favors rendered, he yet made no sacrifices for popularity, was not forward in demonstration, nor lavish of unmeaning professions. To his intimates even, it was the beaming eye and the warm pressure of the hand that alone disclosed the depths of his regard. To every one it was his acts, his ceaseless well-doing, which revealed his worth, and constrained respect. By his brothers of the profession he was honored, by his patients, beloved; all who knew him esteemed him as a friend, and enemy he had none.

Besides his affectionate companion of over 45 years Dr. COVENTRY left to mourn his loss a family of four children, viz.: Mrs. D. G. AMBLER, of Jacksonville, Fla., Misses ELIZABETH H. and CHARLOTTE

D. COVENTRY, and Mrs. W. L. BALDWIN, of Utica. The death of two sons removed in the prime of life, were, in addition to the affliction above alluded to, among the bitter trials of the deceased.

PRINCIPAL JAMES DUNBAR HOUGHTON, A. M.

By Principal ALBERT B. WATKINS, Ph. D.

JAMES DUNBAR HOUGHTON, the son of NAHUM HOUGHTON and NANCY M. BROWN, was born in the town of Adams, Jefferson Co., N. Y., July 5, 1820.

Until he was nine years of age he lived at home and learned upon the farm that most important lesson which any young man can learn, how to *work*. At nine years of age he entered a store at Belleville as clerk, but the eager desire for knowledge which even at that early time began to manifest itself in his character, impelled him to employ all his leisure moments in zealous study. After following the occupation of clerk for two or three years, an injury received and a severe attack of illness kept him from business and from study for two years, and left him with a permanent rigidity of the muscles of the neck, which, added to his naturally retiring disposition, sometimes gave to those who did not know him well, the impression that he was reserved and cold in his feelings. Upon recovering from his illness, he entered Union Academy at Belleville, then in charge of Rev. Geo. J. King. Of him, during the time that he was in the Academy, a gentleman who was his room-mate, says:—"There were many excellent students, whether we consider them in line of literary attainment or excellence of character as men, and I think I may safely say, we all looked upon him as the student particularly demanding our regard. During all the time he was there he was perhaps the most skillful writer and the best debater in the school. He had the ambition to *appear* as well as to *be* a thorough student. He had a thorough disgust of all show, and a rare discrimination of true merit, even beyond his years." In 1844 he entered the Senior Class of Union College and graduated in 1845, standing well in his class and graduating with credit to himself. An honored Professor at Union then and now, says:—"Mr. HOUGHTON was a young man of more than ordinary intellect, studious and exemplary in all his College relations. He performed all College duties satisfactorily and gave his instructors no trouble, which is the best record a College student can have."

After leaving College he taught at Granville, then at Hudson,

and in 1848 or 9 at Kingsley Classical and Mathematical School at West Point. In May, 1851, he was married at Rochester, to Miss ELLEN A. BROWN, who, with three of their six children, survives him.

In the autumn of 1851, in response to a very urgent call, he, a young man, but six years out of college, took charge of Union Academy at Belleville, one of the oldest Academies in the State, where he remained for thirteen years, conducting the school with great success. It is remarkable and well worthy of note, that a young man should grow up in a community, and take charge of the academy in which he himself was educated, conducting it for a longer time and with greater success than any other principal during the half century of its history. In 1864 he was invited to organize and conduct the Hungerford Collegiate Institute at Adams, which he did with ability and success, remaining there for five years, during which time the Academic building was burned. From 1869 to 1872 he had charge of Oneida Seminary, from whence he removed to Carthage to take charge of the public school. He died, quite suddenly, at Carthage, October 21, 1874. He was buried at Belleville, among the people who loved and honored him, with whom and for whom he labored so many happy prosperous years. Prof. Houghton was a man of extensive information, of broad and liberal views, and of decided convictions. Although he was tenacious of his own opinions and had a firm reliance upon his own judgment, he would listen with the greatest willingness to the opinions of an opponent. Apparently retiring and reserved to an extreme degree, he had an unusually genial, social nature, and those who were so fortunate as to become most intimately acquainted with him were ever his greatest admirers and warmest friends. He won and ever retained the deep respect of all who had to do with him. A lady who was a student under him for many terms, and who living at Belleville for several years, subsequently had frequent occasion to hear him spoken of, writes :

"I think him to have been one of the purest-minded of men ; and notwithstanding his scholars often thought him severe, I have yet to find a single student who has come to years of maturity who fails to speak of him with respect." His scholastic attainments were of the highest order, and he aimed to become master of any branch or topic which he investigated.

His religious convictions were firmly founded in faith and in reason. At nine years of age he united with the Presbyterian Church, and in 1853 or 1854 he became an ordained minister in that commun-

ion. His chief aim in life seemed ever to be the improvement of the young; and although he seldom talked directly to his pupils in regard to religion, yet it was his constant endeavor by example, as well as by precept, to inspire them with an earnest, ardent love for the good, for the beautiful in nature and for all which pertains to a higher life. An enthusiastic teacher, a zealous worker, an honest, pure-souled Christian man, he made the world better for his having lived in it, and left the rich legacy of an example well worthy to be imitated.

PRINCIPAL GEORGE W. BRIGGS, PH. D.

By Rev. CHARLES NOBLE.

GEO. W. BRIGGS was born in Hampden, Penobscot Co., Maine, May 9, 1822. Both of his grandfathers were clergymen, his mother's father having been an alumnus of Brown University, in the first class that graduated from that institution. His father, Rev. OTIS BRIGGS, a native of Massachusetts, was the Pastor of the Baptist Church in Hampden. George was the sixth in a family of eight children. Thus, while he inherited a keen desire for the full cultivation of his mind, he inherited very little of the necessary means for satisfying that desire. His education was the fruit of severe and unrelenting struggles against discouraging obstacles. The expenses of his school and college life had to be met by his own exertions, and those exertions undermined his health. He entered the Freshman Class at Waterville College, when 19 years of age. During the second year of his course, his father died, and Mr. BRIGGS, thrown entirely upon his own resources, was compelled temporarily to abandon his studies. He spent one year in Schoharie, N. Y., assisting his uncle, Rev. AVERY BRIGGS, who at that time was Principal of Schoharie Academy. Returning to Waterville for another year of study his health failed, and he was compelled to abandon the hope of completing the regular college course. He spent two years in teaching and private study; recruiting his health and strength, and then came to Franklin, N. Y., to assist Rev. Dr. KERR in the conduct of the Delaware Literary Institute. He remained in Franklin one year, during which time he was married. From 1847 to 1851 he was Principal of the Academy at Schoharie, and went from there to Auburndale, Mass., where for thirteen years, he was Principal of the Lasell Female Seminary, associated with Mr. JOSIAH LASSELL.

His exertions did much to place that institution upon a permanent basis, as well as to establish his own reputation as a laborious and enthusiastic, and consequently successful teacher. For three years he remained in private life at Auburndale. During the years 1867-1868 he was again principal of Schoharie Academy, and from there was invited to take charge of Delaware Literary Institute, at Franklin, N. Y. At a time when academies all over New York State were suffering from the hard times and from the attempt to substitute graded schools for them, it was Mr. BRIGGS' good fortune (to say the least) to see the prosperity of the institution under his charge largely increased. The spontaneous effort of his fellow citizens, in the last year of his life, to secure from Madison University a proper recognition of his attainments and services, which resulted in that institution conferring upon him the degree of Ph. D., as well as the resolutions adopted at the time of his death, by the board of trustees of the school, speak for their estimate of his character and success. A far more impressive testimony was the profound, unaffected and wide-spread grief at his death. All the academies of the State have reason for gratitude to him on account of the recent State appropriations for their assistance, which were largely due to his personal exertions. Mr. BRIGGS died Friday, Oct. 16, 1874, in the fifty-third year of his age. As a man and a teacher, he was remarkable for the intense enthusiasm with which he threw his whole self into any thing which he undertook. He had a special fondness for studies connected with Natural History and Physics, and on these subjects his lessons, his lectures and his conversation were of absorbing interest. At the same time, he had a high appreciation of the value of thorough classical training, and felt no sympathy with the neglect of that form of culture, which is so prevalent with modern educators. He was a leading spirit in the Temperance movement and in all efforts for popular reform. He was a very sympathetic and generous man. The number of students whom he has assisted in their efforts toward an education by the remission of term bills, and positive personal generosity, is very large.

In religion, his spirit was at once liberal and devout. He was entirely above sectarianism. At the same time he was positive in his convictions and deeply earnest in his emotions. He was careful to surround himself with kindred spirits in the subordinate positions in the school, and thus secured a remarkably high tone of morals and of religious feeling. In his death his family have lost a husband and father of rare tenderness and faithfulness. The school has lost a teacher of rare enthusiasm and ability, and a prin-

cipal of rare energy and tact. The community has lost a citizen of rare public spirit and unselfishness. A *man*, in the full sense of the word, true, earnest, unselfish, has been taken from the world, leaving an influence for good which will not soon pass into oblivion, and an example which must be an inspiration to those who follow after him.

TRUSTEE LORING ANDREWS.

By Professor BENJAMIN N. MARTIN, D. D., L. H. D.

Prominent among the business men of our city for his wealth, his enterprise, and his integrity, Mr. LORING ANDREWS was equally prominent as a friend of education.

He was born in Windham, Greene county, N. Y., January 31st, 1799. His father was a surveyor, and removed soon after the birth of his son, to New York, which city he speedily left for a business expedition in the West. The enterprise, however, was not a successful one, and the death of the father, who did not live to return from it, left the family in very reduced circumstances. Mr. ANDREWS was therefore thrown in his earliest wholly years upon the care and exertions of his mother. She was a woman of unusual energy and of the highest aims, and labored assiduously, not only to support, but to develop and guide, the son thus thrown upon her unaided care. She earnestly instilled into the mind of her son the sentiments of a pure morality and of an earnest piety, and succeeded in imparting to his character the religious faith and purity of her own. He always retained a lively impression of her excellence and tenderness, and attributed much of what was best in his character to her diligent culture of his early days.

She was not long spared to him, however, and he was thrown by her death upon his own exertions. With the good sense which distinguished his subsequent life, he apprenticed himself to a tanner and thoroughly learned the business, little imagining how solidly he was laying the foundation of a noble fortune by his laborious, and seemingly humble, exertions. After the expiration of his apprenticeship, he entered into business arrangements with his former employer; and having, in a few years of active industry, accumulated a small capital, he removed to the city and commenced the leather business for himself. His career was, for many years, one of varied fortune,

now gaining and now losing, but on the whole, substantially successful, until he had accumulated considerable capital, which his intimate knowledge of the details of the leather manufacture enabled him to employ upon a large scale to great advantage.

It is unnecessary to describe the steps by which, through a long series of judicious operations and sagacious investments, his success became more and more assured; suffice it to say, that he built up one of the proudest fortunes which industry has ever reared among us, till he counted by millions his wealth, every dollar of which had been, by general consent of his fellow citizens, honestly gained.

Up to quite a recent period, Mr. ANDREWS was not distinguished from the mass of his business associates by any peculiar or noteworthy characteristics. Like the most of them, he had begun his career with very slender resources, and had manfully worked his way up from obscurity, to wealth, credit, and respect. His career exemplified, however, only the same business sagacity, the same diligence, and the same integrity—though in more eminent degrees—by which so many have been led on to prosperity and fortune. Like many of them, too, he had borne his part in generous contribution to the numerous charities which are ever making their appeal to the sense of duty and the impulse of benevolence in our great city. But now he began to show that nobler and more dignified aspect of character by which he differed from the mere man of business. He had become wealthy. The great operations of the war, the great expansion of the currency, the great opportunities of investment, all had poured in wealth upon him. He was not unmindful of the source whence his mercies came, nor of the high uses to which wealth may be put. He began therefore to look about him for some suitable appropriation of his abundant means by which to show that he recognized the obligations of Christian stewardship. In this spirit he visited the University of the City of New York, and after several interviews of inquiry with its chancellor, he proposed to appropriate the sum of \$100,000 to the endowment of its professorships in a fund which was to commemorate his mother. This generous and wholly unsolicited offer was very gladly embraced, and the Sarah Andrews Fund was permanently established.

The condition of the University at that time was one of greater need than Mr. ANDREWS could have known or imagined. The same circumstances, in part, which had made him rich had made it poor. The vast issues of our paper money had so raised the prices of all things, that its means, before but too limited, had now become totally inadequate to its necessities. It was struggling under a burden of

new difficulties and cares which greatly discouraged its friends and supporters. Mr. ANDREWS' generous donation removed all its embarrassments, re-established it in the confidence to its friends and in its power of doing good, and gave to every thing useful in it, an impetus which has never since been lost.

Mr. ANDREWS was a man of great kindness of spirit and amiability of manners. In his business relations he was considerate of the interests of others, and in his charities he was ever generous. Many important donations were known to his select friends, which have never come to the knowledge of the public. He aimed to acquit himself before the eye that seeth in secret, and to recognize the obligations which bind to a generous use of wealth. In his donation to the University he announced to the Chancellor that he had been largely prospered in his business, and that he wished to set apart a certain portion of his means to benevolent purposes, as a recognition of the Divine goodness to him.

Thus in quiet and conscientious benevolence he approached the period when his labors were to close. Insidiously and unexpectedly the crisis approached. He was unwell, but not seriously; and it was with little idea of impending danger, or of approaching death, that he avowed afresh to his pastor — the Rev. JOHN HALL — his reliance on the mercy of God through a Redeemer. Immediately after this, a severe attack of paralysis came on, which closed an honored and useful life, on Friday, January 22d, 1875.

TRUSTEE JOHN C. GREEN.

By Professor BENJAMIN N. MARTIN, D.D., L. H. D.

Among the deceased of the past year few have left behind them memories more worthy of respect, or character better deserving of appreciation, than JOHN CLEVE GREEN of New York City.

He was born in Mercer Co., New Jersey, and grew up within three miles of Princeton, under the shadow of that venerable institution of learning which early impressed upon him, as it has done upon the whole community around it, a deep and just sense of the value of education. A college education, however, it was not his lot to receive. He early devoted himself to business, and was received into the employ of Messrs. GRISWOLD & Co., one of our most eminent mercantile firms, with whom he remained many years. During

this early period he was distinguished for the great faithfulness and propriety of his outward life, which won general confidence and respect, and for a strong sense of religious obligation, which formed in fact the permanent basis of his whole character. It was the natural consequence of such habits, that he was employed as the agent of the firm in many important enterprises, and made numerous voyages, as supercargo, to distant ports.

In 1833 he went to China, and became established as a member of a prominent firm in Canton, Messrs. RUSSELL & Co. Here he distinguished himself not only by his business habits and his moral integrity, but also by his remarkable intelligence and culture. He had, through all his earlier years, faithfully employed his leisure in supplying, by assiduous study, his lack of a more formal education; and he now became known as a man of wide reading, and of a comprehensive intelligence, which gave great weight to his opinion, and rendered his naturally sagacious judgment almost unerring.

In 1839 he returned to New York with the highest reputation for business qualities and for personal honor, and with a handsome fortune, and commenced in that city a business career, which was destined to become a very long and very successful one. He speedily rose to a high rank in the confidence of the business community, took part in the administration of many important trusts, and was a generous contributor of his time and of his means to most of the charitable and benevolent institutions of the city.

At this time he became connected with the University of the city of New York, and for a period of thirty-two years rendered it most important service. His sound advice was a constant guide, and his cordial sympathy with education a constant encouragement, to those intrusted with its management. His purse, too, was ever open for the supply of its numerous wants. He contributed freely with others, for its relief from the debt that then burdened it; and its late chancellor, Dr. FERRIS, was wont to speak with great appreciation, of the numerous private benefactions of a minor kind which the institution itself, and sometimes its needy students, were constantly receiving from his generous hand.

In 1866 he bore a prominent part in the effort for an endowment of the Institution, of whose Board of Trust he had been chosen President, and founded a Professorship of Latin by a donation of \$25,000. The funds at that time contributed by Mr. GREEN, Mr. JOHN TAYLOR JOHNSTON, and Messrs. WM. E. DODGE, JAMES BROWN, and GEO. GREISWOLD, first raised the University out of its early condition of weakness, and gave it a firm and permanent standing.

Upon the accession of the present efficient and admirable chancellor, Dr. CROSBY, it was proposed and resolved in the council, that a fund of \$240,000 should be raised, to provide for a needed enlargement of the course of instruction. In this proposal Mr. GREEN heartily concurred, and consented to contribute a large share of the interest of the amount specified, until the fund should actually be provided. Ere long he made to the council the liberal proposal to subscribe, himself, one-half of the sum contemplated, if the other half should be raised from other sources. The times, however, were not deemed favorable to the accomplishment of such a work, and the proposal was never effectively realized. Mr. GREEN continued to bear his part for successive years in contributing to the annual sum which enabled the University to throw open her doors and offer instruction free to all who were qualified to receive it.

But the chief benefactions of Mr. GREEN to the cause of education were those which he made in connection with Princeton College, N. J., and may be briefly specified as follows.

1st. The first was the erection of Dickinson Hall, a building designed to provide recitation and lecture rooms for the college, and admirably accomplishing its end. It is named after an ancestor of Mr. GREEN, who was the first President of the Institution. The cost of the structure was about \$100,000.

2d. The next was the construction of a suitable Library building. For this purpose Mr. GREEN erected an elegant structure, which furnishes ample accommodation for both the present and the prospective needs of the institution, at a cost of about \$125,000; and he subsequently endowed the institution with a fund of \$100,000 for the increase of the Library, and the suitable maintenance of the edifice and grounds.

3d. Next, he conceived the plan of founding, in connection with the college, a school of physical science. To provide a suitable place for this object, he employed very privately, a gentleman to act as his agent for the purchase of a number of buildings, of no great value, adjacent to the college. The caution with which these purchases were made, enabled Mr. GREEN to provide very important additions to the college grounds at the moderate cost of about \$15,000. Upon the ground thus provided, he proceeded to erect the main building for the scientific school. No pains were spared in the construction of it. As in the previous instances, the best architectural skill was employed, and every reasonable object was secured by an expenditure which was unstinted; until a structure was reared, which, in the completeness of its appointments, leaves nothing to be desired.

that is essential to the best accomplishment of its end. Probably no building elsewhere erected in our country surpasses this in the perfection of its adaptations. The cost was nearly \$150,000; and the generous donor then permanently provided the salaries of the professors, and supplied the means of instruction, by a fund of \$250,000 more.

These noble works Mr. GREEN lived to accomplish; then, as though this great work of his life had been done, he was summoned to his rest April 29th, 1875.

His will contained additional grants to the institution he had so long loved. \$100,000 were bequeathed to Princeton College, and \$50,000 to the Theological seminary, to which latter institution, he had, in the beginning of the present year, appropriated \$20,000 for the complete renovation of its buildings.

Mr. GREEN was a man of few words and of a retiring disposition. He never sought prominence or position among his fellow men, though not wont to shrink from the discharge of any obligations. No words of eulogy were spoken at his funeral, Mr. GREEN having with characteristic modesty requested that nothing might be said of his character or his works.

Of the results of these grand and beneficent appropriations, it is difficult to speak with too high appreciation. They will exert an influence throughout the State, and even throughout our whole country. Many a youth of promise will owe something of his best culture, through years and generations to come, to the provision thus thoughtfully and generously made for such ends. Society will be indebted for some of its noblest elements of influence to the moulding power of these arrangements. It is not too much to say that Mr. GREEN has lifted up the college which was the great object of his benefactions, from what had else been a subordinate, to a commanding, position in our country; and placed within her hands the power to exert a controlling influence over the minds of probably thousands of our youth, and to contribute essentially to the happy and just character of our American Education. Those who know the tone of thought and feeling which prevails in that institution, will rest assured that every such power will be conscientiously and effectively exerted for its true end, and that the improved character of the education there imparted, will make Princeton college a noble monument to the munificence of its great and generous patron, and will embalm, to future generations, the name of JOHN CLEVE GREEN.

EZRA CORNELL.

(Founder of Cornell University.)

By Vice President WILLIAM C. RUSSEL, A. M.

GENTLEMEN, — In consequence of the absence of President WHITE, who is prevented from performing this duty by a severe domestic affliction, I find myself called upon to say a few words on this occasion, in memory of the late EZRA CORNELL.

He was born in 1807, at Westchester. His parents were of Massachusetts origin and Quakers. His father was a potter by occupation, but often eked out a scanty subsistence by teaching school in Winter. In 1819, they removed to DE RUYTER. Ezra, early compelled to work hard upon their farm, had no time for embracing even the poor opportunities of education which that day afforded. In late life he often used to describe very humorously the slender stock of geography and arithmetic which he received at school. He had, however, quick observation, clear perception, and a very strong will. His strength lay in his talent for mechanics, and he accumulated practical information from every new subject of observation. In 1826, he began life for himself and for two years worked as a carpenter.

It was when he was at the pinnacle of success and full of strength and confidence of power, that he used to tell the story of his early struggles. It was a valuable lesson to a young man to hear him give an account of his standing one day on one of the canal bridges at Syracuse and waiting from six in the morning till noon, asking every man that crossed and seemed likely to have work to give, for a chance to earn his living. He would tell them that he was well acquainted with his trade, very strong, and not afraid of labor, and that he only wanted something to do. They all, however, had passed by without giving him a chance, and his hopes had been pretty well exhausted, when just at the hour of noon, a man came over, to whom he determined to make a last appeal. The man listened to him, hired the youth, employed him for a month, and then, — it is hard to say it — cheated him out of his wages. Such, however, was the education from which graduated the intelligent, well-informed, enterprising, kind man, one of whose great objects was to procure work for the young and whose taking off has been a loss to the State and to the country.

In 1828, he removed to Ithaca, where, until 1840, he worked first as carpenter, and afterward as superintendent of a machine shop and as millwright.

In 1840, he devoted himself to farming, in which he was very successful. He took many prizes at county and state fairs, promoted the importation of foreign varieties of seed, encouraged the introduction and breeding of foreign cattle, urged the formation of farmers' clubs and the spread of information on farming subjects, and was at one time president of the State Agricultural Society. Never, while he lived, did he lose his interest in farming nor his desire to improve the productive power of the state.

In this same desire he embarked in the sale of agricultural implements, and it was while he was traveling over the country trying to introduce an improved plough, that he became interested in the establishment of telegraph lines. His whole energies were now attracted to this scheme of infinitely varied usefulness. He began by laying the lines underground, and then was employed, at what would seem to us now the most wretched wages, to erect the telegraph poles for Mr. Morse. His whole mind, however, was in the subject whose greatness now seems so worthy of him, and it became the turning point of his fortunes, for, after long manual labor and diligent study of every suggested improvement and contriving and putting into operation new modes of insulation and of communication, in 1844, his services were acknowledged by his promotion to be assistant superintendent of the line between Washington and Baltimore.

From this period, his operations became larger and his success very profitable to himself as well as to the community. In 1845, he superintended the building of the line between Baltimore and New York, in 1846, he built one from New York to Albany, and in 1847, one from Albany to Montreal. How grand a field for enterprise which was to extend the benefits of activity beyond calculation! These works entirely changed Mr. Cornell's fortunes, the stock which he took in pay for his services increasing in value so rapidly that he soon found himself a very rich man.

The rest of his life, however, was not less actively devoted to work, and to work of public utility. He was at one time president of the American Telegraph Company, and was active in the formation of the great Western Union Telegraph Company. He was the largest stockholder in a company established for the manufacture of improved farming implements, and in another for photolithographing, and at the time of his death was president of the Geneva, Ithaca and Athens railroad. In 1862 and 1863, he was member of the State Assembly, and was afterwards State Senator. As much work has been done by others, and as large fortunes have been made by

others, but this was the peculiar greatness of Mr. Cornell, that in this life of intense activity and practical working, never did the motive of usefulness cease to animate him. Never did a man live in whom the claims of the less privileged found a more cordial recognition, and he had the rare happiness of consecrating every day to some work which was not only supporting his family, but was to do good to others.

Knowing from his own experience the disadvantages of the laboring man who has no education, he was always interested in extending the means of mental culture and information. Although he continued for some years after his marriage to be very poor, and had to content himself with a very humble dwelling, he embraced the first opportunity of building an extension to his house for the accommodation of a school for the children of the neighborhood. When he became wealthy, he presented to the village, where he had found work and a wife and a home, a handsome brick building for a free village library with other accommodations for a Post-office, a Bank, lecture rooms and other business offices, all the rents of which he appropriated to the support of the library.

When the Agricultural College at Ovid was in contemplation, he became one of its most earnest supporters, and labored hard to have the proceeds of the Congressional land grant divided between that institution and the People's College at Havana.

The world knows something of his efforts on behalf of the University which bears his name. His gift of \$500,000 towards its foundation was, at the time, the largest endowment ever made by an individual in the cause of education, and attracted the admiration of all educated people on both sides of the Atlantic. His boldness and sagacity, too, are well known, with which he purchased from the State, a principality of land, upon terms which made the smallest personal profit impossible, but which secured to the University a return from the national land grant many times greater in proportion than any similar institution has obtained. Few, however, know of the unwearied care, the unceasing activity, the systematic disregard of comfort, health or personal interest, the endless traveling backward and forward, the days and nights of calculations and contrivings and improvements, the patience under difficulty, the faith under discouragement, with which he watched and followed and helped every step of the new enterprise. None but those who were admitted to his inmost confidence knew the whole of the nobility of self-sacrifice with which he identified his life with this

attempt to give education to the poor and the friendless, without distinction of nationality, residence, sex, color, sect or party. This, however, was only one exhibition of a character, uniform from the beginning.

Admirable, indeed, was his life — not in his having risen from obscurity to world-wide notice — not in having exchanged poverty for the stocks of the millionaire — not in having done a great many notable works and done them well — but that everywhere, and every hour his life has been actuated and irradiated with the consciousness of doing well for the world. From his earliest efforts to the last achievement, every thing was drawn into the way of improvement; his work was in the better way; his labor had the zest of usefulness; his fatigues had the comfort of benefit to others. He was from beginning to end a hard working man, a kind, generous, sympathizing friend of his fellow beings, and one of the most perfectly unselfish men that ever lived. In his manners he had the simplicity of his Quaker parents, and a plain, blunt way of business, but under his stern features lurked a smile as sweet as a young girl's, and under even his hard bargains, breathed a motive of public good which sweetened his whole character.

It is not a discordant shadow on this picture that his energy was excessive, and his activity restless, and his public spirit uncontrolled. Such powers as he possessed are not usually accompanied by prudence nor are such results usually found combined with moderation. Mr. Cornell accomplished what he did, by immense strength of will, and he seldom counted risks or avoided danger.

This spirit lived in him to the end. In 1873, he undertook to purchase and finish three railroads leading into Ithaca. The financial embarrassments of that year compelled him to make unusually laborious exertions to sustain himself, and they were only partially successful. The work and care of these undertakings broke down a naturally strong constitution, preserved by temperance and frugality, and in 1874, he was attacked by pneumonia, under which he sank. On the 10th of January, 1875, he closed a life blessed in its usefulness, benevolence, unselfishness and integrity.

PROFESSOR JOHN STANTON GOULD.

By WILLIAM C. RUSSEL, A. M., Vice-President of Cornell University.

In the death of John Stanton Gould this last year, the cause of education has lost another friend, whose memory we should hold in honor. He was born March 12, 1812, at Newport, R. I., of Quaker parentage. One of his ancestors on his father's side was publicly whipped at Boston for testifying against the sins of the church, and one on his mother's was a Huguenot who fled from France after the revocation of the edict of Nantes. Their blood had not degenerated when it reached him, and his pride of ancestry and fidelity to his Quaker origin were manifested in a singularly pure and high-toned life. He inherited also the blessing of a very strong physical constitution and enjoyed, to the end, the happiness of a robust health which helped to fill his heart with good temper, interest in nature and in man, with strong religious gratitude.

He received an excellent "friends' school" education, but he always regretted that he had not been sent to college and afforded the pleasures of classical learning. He had, however, great love of science, and enjoyed literature and the study of history with a keen zest.

At a very early age he removed to Columbia county, and became chemist for a manufacturing firm there. After the closing of the works he devoted himself to farming, to which his love of nature drew him with strong partiality. Although after 1853, he gave up active agricultural work, he never lost his interest in it, nor the power of enjoying the wonders of botany which his constant companion the microscope always unfolded to him. His life was now devoted to no special object, but took in every interest of man and society.

In 1847, he had been a member of the Assembly, and nominated by Horace Greeley, his unwavering friend, as Inspector of State Prisons. He took a lively interest in the growth of the republican party, and was delegate to the convention of 1856, which nominated Fremont. In 1866, he was President of the State Agricultural Society, and therefore ex-officio trustee of Cornell University, and in 1867, was a member of the Constitutional Convention. From 1869 till his death, he was non-resident Professor of Agriculture in Cornell University.

These various public positions, however, indicate but a small part of the activity of his mind and heart. He was always a warm advocate of the temperance cause, which he believed to be identified with national regeneration. The treatment of crime and

criminals was studied by him with care and patience, and scientific observation as long as he lived. He became the confidant of the felon and the convict, of every grade of depravity. In 1847, he became a member of the New York Prison Association, and never failed to embrace the opportunity of increasing his knowledge of the causes of crime and the means of checking it. In the stories of prisoners' lives, and the influence which had shaped them, he sought the clue of criminal reform. In the county jails and in the larger prisons, in our own state and elsewhere, he always found something which suggested a better way, which he hoped to see adopted. It was with sadness that he had to give up his faith, that no one who had attended Sunday School for six months, was ever convicted of a felony, but he never abandoned his belief that the man or woman who keeps an account in a savings bank, is secure against the criminal code. He urged the abolition of capital punishment as a matter of expediency as well as of humanity. The Sunday School was with him a favorite instrument of good, and for twenty years he was a cheerful and faithful Sunday School teacher.

It is, however, as a friend of education that we to day especially honor him. From the time that he became connected with Cornell University, it had no better friend than he, none who watched it more carefully, none more ready to work with all his resources of experience, thought and learning in its behalf. He not only advised most wisely for its interest, but often visited it, and every year delivered lectures on agriculture to the graduating class. He was anxious to interest the students in farming, and was very much liked by them on account of his bright temper, genial manners, and kind devotion to their general welfare.

Such a life is not what is generally called brilliant, but his was far more, it was warm, rich, bright with sympathy with every thing that God has made. He loved the flowers, he loved the beauties of natural scenery, he loved the world and its men and women with their capacities of good, and he was ever grateful for the privilege of living and working for them. Free from jealousy or rivalry of any kind, thankful for what was great in others, he was glad to be a part of what he felt to be a world of wonderful beauty. He lived sixty-two years of healthful activity and peace, happy in his work, happy in his friends, blessed in his home, and many times has been heard to say that he had never known an hour of *ennui* in his life. His splendid health gave way suddenly, and after a gentle decline he passed away almost unexpectedly on the eighth of August last, leaving a beautiful example of a healthy life, nobly and faithfully devoted in love to the good of his fellow-men.

[Continued from Convocation Proceedings for 1868, 1869, 1873 and 1874.]

ANNALS OF PUBLIC EDUCATION IN THE STATE OF NEW YORK.*

By DANIEL J. PRATT, A. M., PH. D.,

Assistant Secretary of the Regents of the University.

THE FOUNDING OF THE UNIVERSITY OF THE STATE OF NEW YORK, UNDER THE LEGISLATIVE ACTS OF 1784 AND 1787.

His Excellency, Governor George Clinton, in his Message to the Legislature, dated New York, 21st January, 1784, called Attention to the then recent establishment of the National Independence and to the subject of education, in the following terms:

Gentlemen of the Senate, and of the Assembly,

* * * *

By the Favour of divine Providence, the Seal is put to our Independence, our Liberties are established on the firmest Basis, and Freedom in this District seems to derive additional Lustre from the Objects which remind us of the Despotism that so lately prevailed.

* * * *

Neglect of the Education of Youth, is among the Evils consequent on War. Perhaps there is scarce any Thing more worthy your Attention, than the Revival and Encouragement of Seminaries of Learning; and nothing by which we can more satisfactorily express our Gratitude to the supreme Being, for his past Favours; since Piety and Virtue are generally the Offspring of an enlightened Understanding.¹

* * * *

[IN ASSEMBLY.]

January 23d, 1784.

* * * *

Mr. Clark,² from the Committee of the whole House, on the Speech of his Excellency the Governor, reported, that he was directed to report to the House, that the Committee had agreed to the following Resolutions, to wit,

* * * *

* Entered according to act of Congress, in the year 1876, by DANIEL J. PRATT, in the office of the Librarian of Congress, at Washington.

¹ Senate Journal, 1784, pp. 4, 6; Assembly do., pp. 5, 7. ² Jeremiah Clark, of Orange county.

Resolved, That it is the Opinion of this Committee, that a Committee be appointed to prepare and bring in a Bill for the Establishment of Seminaries and Schools.

* * * *

Ordered, That a Bill be prepared and brought in, for the Establishment of Seminaries of Learning, and Schools for the Education of Youth; and that Mr. R. Harpur,¹ Mr. Nicholson² and Mr. Gordon,³ do prepare and bring in the same.

[IN SENATE.]

January 26th, 1784.

* * Mr. Stoutenburgh,⁴ from the Committee [of the Whole], reported it as their Opinion, * * That such Part of the Speech [Governor's Message] as recommends the Revival and Encouragement of Seminaries of Learning, be referred to a special Committee — * *

Ordered, That Mr. Duane,⁵ Mr. McDougall⁶ and Mr. Morris,⁷ be a Committee for Seminaries of Learning.

* * * *

[IN ASSEMBLY.]

January 27th, 1784.

* * * *

Impressed with the Necessity of * * establishing, reviving and encouraging Seminaries of Learning, * * we shall sedulously apply ourselves to advance those important Measures, convinced that they are intimately blended with the most essential Interests of the State.*

* * * *

[IN SENATE.]

January 28th, 1784.

* * We acknowledge it to be our Duty, as it will be our Pleasure, to encourage Literature as one of the best Means of forming the Minds of our Youth to Virtue, and training them up to Usefulness.*

* * * *

¹ Robert Harpur, of New York.

² John Nicholson, of Ulster county.

³ James Gordon, of Albany county.

⁴ Isaac Stoutenburgh.

⁵ James Duane.

⁶ Alexander McDougall.

⁷ Lewis Morris — all of the Southern District.

⁸ Reply of Assembly to Gov. Clinton's Speech.

⁹ Answer of the Senate to the Speech of His Excellency, Gov. Clinton.

February 19th, 1784.

* * * *

Mr. Duane moved for Leave to bring in a Bill, for establishing a University within this State.

Ordered, That Leave be given accordingly.

Mr. Duane accordingly brought in the said Bill, which was read the first Time, and ordered a second Reading.

* * * *

March 25th, 1784.

* * * *

The Bill, entitled, "An Act for establishing a University within this State," was read a second Time, and committed to a Committee of the Whole.

* * * *

To the honorable the Legislature of the State of New York.

The Petition of the Subscribers Governors of the College commonly called Kings College.

HUMBLY SHEWETH—That the greater Part of the Governors of the said College have since the Commencement of the late War died out or departed this State whereby a sufficient number of Governors cannot be convened for the carrying on of the Business of the said College agreeably to its Charter—that many Parts of the said Charter are inconsistent with that Liberality and that civil and religious Freedom which our present happy Constitution points out—and that an Alteration of that Charter in such Points as well as an Extension of the Privileges of the said College so as to render it the Mother of an University to be established within this State would tend to diffuse Knowledge and extend Literature throughout this State.

Your Petitioners therefore influenced by these Motives humbly submit the said Charter to the Revision and Correction of the Legislature so as to render it more adequate to these important Ends, humbly hoping that your honorable Body will confirm to the corporation of Kings College such Estate as was unquestionably appropriated to its Use.

New York 24th March 1784.

LEONARD LISPENARD,
JN^O LIVINGSTON,
W^M WALTON,
SAM BAYARD, JUN^R,

GEO: CLINTON,
RICH^D MORRIS,
JA^S DUANE,
GERAED BANOKER,
EGE^T BENSON,
J: H: LIVINGSTON,
SAM^L PROVOOST,
JOHN RODGERS,
JN^O MORIN SCOTT.

[Endorsed.]

To the honorable the Legislature of the State of New York.

The Petition of the Governors of Kings College praying a Revision of their Charter, & that the said College may be erected into an University.

In Senate, *March 30th*, 1784, read and Committed to the whole on the Bill for establishing a University within this State.¹

March 30th, 1784.

* * *
A Petition of the Governors of King's College, praying a Revision of their Charter, and that the said College may be erected into an University, was read, and committed to a Committee of the Whole, to be taken into Consideration with the Bill "for establishing a University within this State."
* * *

April 15th, 1784.

* * *
The Senate resolved itself into a Committee of the Whole, on the Bill, entitled, "An Act for establishing an University within this State;" after some time spent thereon, the President resumed the Chair, and Mr. Williams from the Committee reported, that they had made some Progress in the Bill, and that he was directed to move for Leave to sit again.

Ordered, That Leave be given accordingly.
* * *

April 16th, 1784.

* * *
Mr. Williams² from the Committee of the Whole, on the Bill, entitled, "An Act for establishing an University within this State," reported the Proceedings of the Committee to have been as follows, viz.

That upon coming to that Part of the Bill which provides an annual Revenue of forty Thousand Bushel of Wheat for the University, Mr. Yates moved, that the Words *forty Thousand Bushel of Wheat* be expunged, and a Sum of Money inserted in its Stead. Debates arose, and the Question being put thereon, it passed in the Negative, in the Manner following, viz.

* * *
[Ayes, 3 : Noes, 16.]

¹ N. Y. Leg. Papers (MS.), No. 2, in ² John Williams, Eastern District. State Library.

That Mr. Yates¹ then moved, that the Committee would rise and report it as their Opinion, that the Bill be postponed till the next Meeting of the Legislature; and that the Draft of the Bill be published for six Weeks in the public News-papers in this State. Debates arose, and the Question being put thereon, it passed in the Negative in the Manner following, viz.

* * * *

[Ayes, 2 : Noes, 11.]

Mr. Williams further reported, that they had gone through the Bill, made several Amendments and altered the Title, in the Words following, viz. "An Act for granting certain Privileges to the College heretofore called Kings College, for altering the Name and Charter thereof, and erecting an University within this State;"² which Report he read in his Place, and delivered the Bill with the Amendments in at the Table, where the same were again read, and agreed to.

Ordered, That the Bill be engrossed.

* * * *

April 19th, 1784.

* * * *

The engrossed Bill, entitled "An Act for granting certain Privileges to the College heretofore called Kings College, for altering the Name and Charter thereof, and erecting an University within this State," was read a third Time.

Resolved, That the Bill do pass.

Ordered, That Mr. Roosevelt³ carry the Bill to the Honorable the House of Assembly, and request their Concurrence.

* * * *

[IN ASSEMBLY.]

19th April, 1784.

* * * *

A Message from the Honorable the Senate, was delivered by Mr. Roosevelt, with the Bill therein mentioned, that the Senate have passed a Bill, entitled, *An Act for granting certain Privileges to the College heretofore known by the Name of Kings College, for altering the Name and Charter thereof, and erecting an University within this State*, to which they request the Concurrence of this House.

The said Bill was read the first Time, and ordered a second Reading.

* * * *

¹Abraham Yates, jun., Western District.

²The original draft of this amended bill is preserved among the N. Y. State Legislative Papers (MS.), in the N. Y. State Library, being No. 374 of this

Collection. Further allusion to this draft will be made in connection with the transcript of the bill as finally enacted.

³Isaac Roosevelt, Southern District.

20th April, 1784.

* * *

The Bill, entitled, *An Act for granting certain Privileges* [etc., as above], was read a second Time and committed to a Committee of the whole House.

* * *

April 21st, 1784.

* * *

Mr. Livingston,¹ from the Committee of the whole House, on the Bill, entitled, *An Act for granting certain Privileges* [etc., as above], reported, that the Committee have gone through the Bill and made Amendments, which he was directed to report to the House; and he read the Report in his Place, and delivered the Bill and Amendments in at the Table, where the same were again read, and agreed to by the House.

The Bill and Amendments were then read a third Time.

Resolved, That the Bill and Amendments do pass.

Ordered, That Mr. Clark, and Mr. W. Harper,² deliver the Bill and Amendments to the Honorable the Senate, and inform them that this House have passed the Bill, with the Amendments therewith delivered.

* * *

[IN SENATE.]

April 27th, 1784.

* * *

A Message from the Honorable the House of Assembly (by Mr. Clark and Mr. W. Harper) was received with the Bill, entitled, "An Act for granting certain Privileges" [etc. as above], informing, that they had passed the Bill with the Amendments therewith delivered.

Resolved, That this Senate do concur with the Honorable the House of Assembly, in their Amendments to the said Bill.

Ordered, That Mr. Roosevelt carry the Bill to the Honorable the House of Assembly, and inform them that the Bill is amended accordingly.

* * *

[IN ASSEMBLY.]

April 30th, 1784.

* * *

A Message from the Honorable the Senate, was delivered by Mr. Roosevelt, with the Bill therein mentioned, that the Senate have concurred in the Amendments to the Bill entitled, *An Act for*

¹ James Livingston, of Tryon county.

² William Harper, of Tryon county.

granting certain Privileges [etc., as above], and that the Bill is amended accordingly.

The amended Bill being examined;

Ordered, That Mr. Clark and Mr. Lott,¹ return the said Bill to the Honorable the Senate.

* * * *

[IN SENATE.]

April 30th, 1784.

* * * *

A Message from the Honorable the House of Assembly (by Mr. Clark and Mr. Lott) was received, returning the Bill, entitled [as above],

Ordered, That Mr. Schuyler,² carry the Bill to the Honorable the Council of Revision.

* * * *

May 1st, 1784.

* * * *

A Message from the Honorable the Council of Revision, (by Mr. Chief Justice Morris³) was received and read, That it does not appear improper to the Council, that the Bill, entitled, [as above], should become a Law of this State.

* * * *

*An Act for granting certain Privileges to the College heretofore called King's College, for altering the Name and Charter thereof, and erecting an University within this State.**

PASSED May 1, 1784.

Whereas, by Letters Patent under the Great Seal of the late Colony of New-York, bearing Date the thirty-first Day of October, in the twenty-eighth Year of the Reign of George the Second, the King of Great-Britain, a certain Body Politic and Corporate, was created by the Name of the Governors of the Colledge of the Province of New-York, in the City of New-York in America, with divers Privileges, Capacities and Immunities, as in and by the said Patent will more fully appear.

¹ Johannes E. Lott, of Kings county.

² Philip Schuyler, Western District.

³ Richard Morris, of Westchester county.

* In the original draft of this bill (referred to on a preceding page), the title was first written thus: "An act for granting certain new privileges to the Colledge heretofore called King's Colledge, for altering the name and erecting the same into an university." The words "new" and "the same into" were erased with a pen (perhaps by amendment in committee of the whole). The words "[and] Charter thereof" are interlined, the word "an" is changed to "a," and the words "within this State" seem to have been added to the title as first written.

And whereas there are many Vacancies in the said Corporation, occasioned by the Death or Absence of a great Number of the Governors of the said College, whereby the Succession is so greatly broke in upon as to require the Interposition of the Legislature.

And whereas the remaining Governors of the said College, desirous to render the same extensively useful, have prayed, that the said College may be erected into an University, and that such other Alterations may be made in the Charter, or Letters of Incorporation above recited, as may render them more conformable to the liberal Principles of the Constitution of this State;

I. *Be it therefore enacted by the People of the State of New-York, represented in Senate and Assembly, and it is hereby enacted by the Authority of the same,* That all the Rights, Privileges and Immunities heretofore vested in the Corporation, heretofore known by the Name of the Governors of the College of the Province of New-York, in the City of New-York, in America, so far as they relate to the Capacity of holding or disposing of Property, either real or personal, of suing or being sued, of making Laws or Ordinances for their own Government, or that of their Servants, Pupils and others, under their Care, and subject to their Direction, of appointing, displacing and paying Stewards, and other inferior Servants; of making, holding and having a common Seal, of altering and changing the same at pleasure, be and they hereby are vested in the Regents of the University of the State of New-York, who are hereby erected into a Corporation or Body Corporate and Politic, and enabled to hold, possess and enjoy the above-mentioned Rights, Franchises, Privileges and Immunities, together with such others as are contained in this Act, by the Name and Stile of the Regents of the University of the State of New-York, of whom the Governor, the Lieutenant-Governor,¹ the President of the Senate for the Time being, the Speaker of the Assembly, the Mayor of the City of New-York, and the Mayor of the City of Albany, the Attorney-General and the Secretary of the State respectively for the Time being,² be and they hereby are severally constituted perpetual Regents, in Virtue of their several and respective Offices, Places and Stations; and together with other Persons herein after named, to the Number of twenty-four,³ to wit, Henry Brockholst Livingston and Robert Harpur, of the City of New-

¹ The words, "the chancellor, the chief justice," were in the original draft, and have been erased with a pen; also, after "the Speaker of the Assembly," the words "the judges of the Supreme court." The words, "and the Mayor of the City of Albany," "and the Secretary of State," are interlined in the draft.

² The words "together with the eldest Rector of Trinity Church, the eldest minister of the protestant reformed dutch Church in the City of New York, the eldest minister of the Lutheran Church in the s^d city, the eldest minister of the French Church in the said city, and the eldest minister of the presbyterian church in the said city for the time being all of them," are erased in the draft.

³ The word "four" is interlined in the draft, and only the first-named person from each county is there mentioned.

York; Walter Livingston and Christopher Yates of the County of Albany; Anthony Hoffman and Cornelius Humfrey, of the County of Dutchess; Lewis Morris and Phillip Pell, jun. of the County of Westchester; Henry Wisner and John Haring, of the County of Orange; Christopher Tappen and James Clinton, of the County of Ulster; Christopher P. Yates and James Livingston, of the County of Montgomery; Abraham Bancker and John C. Dongan, of the County of Richmond; Matthew Clarkson and Rutger Van Brunt, of the County of Kings; James Townsend and Thomas Lawrence, of the County of Queens; Ezra L'Hommiedieu and Caleb Smith, of the County of Suffolk; and John Williams and John McCrea, of the County of Washington, be and they hereby are appointed Regents of the said University, and it shall and may be lawful to and for the Clergy, of the respective religious Denominations in this State, to meet at such Time and Place as they shall deem proper after the passing of this Act, and being so met, shall by a Majority of Voices of those who shall so meet, choose and appoint one of their Body to be a Regent in the said University; and in Case of Death or Resignation, to choose and appoint another in the same Manner; and the Regent, so chosen and appointed, shall have the like Powers as any other Regent, appointed or to be appointed by Virtue of this Act.¹

And to the End, that a Succession of Regents be perpetually kept up;

II. *Be it further enacted by the Authority aforesaid*, That whenever and so often as one or more of the Regents of the said University, not being such in Virtue of his or their Office, Place or Station, shall remove his or their Place of Residence from within this State, shall resign or die, that the Place or Places of such Regent or Regents so removing, resigning or dying, shall be filled up by the Governor or Person administering the Government of the State for the Time being, by and with the Advice and Consent of the Council of Appointment, so that such Appointments be of Persons resident in the Counties respectively wherein the former Regents did reside, other than where such Vacancy may happen, of a Regent appointed by the Clergy as aforesaid.

III. *And be it further enacted by the Authority aforesaid*, That as soon as may be after the passing of this Act, the Regents of the said University shall by plurality of Voices, choose a Chancellor, a Vice-Chancellor, a Treasurer and a Secretary² from among the said Regents; the said Chancellor, or in his Absence the Vice-Chancellor to preside at all Elections and other Meetings to be held by the said Regents; and to have the casting Vote upon every Division:

¹ This clause relative to the appointment of Regents by the Clergy, appears as an amendment to the original draft.

² The words, "and a president for the College heretofore called Kings College, but which shall" were written in the original draft, but seem to have been erased by the framer of the section, before the subsequent lines were written.

Resolved, That it is the Opinion of this Committee, that a Committee be appointed to prepare and bring in a Bill for the Establishment of Seminaries and Schools.

* * * *

Ordered, That a Bill be prepared and brought in, for the Establishment of Seminaries of Learning, and Schools for the Education of Youth; and that Mr. R. Harpur,¹ Mr. Nicholson² and Mr. Gordon,³ do prepare and bring in the same.

[IN SENATE.]

January 26th, 1784.

* * Mr. Stoutenburgh,⁴ from the Committee [of the Whole], reported it as their Opinion, * * That such Part of the Speech [Governor's Message] as recommends the Revival and Encouragement of Seminaries of Learning, be referred to a special Committee — * *

Ordered, That Mr. Duane,⁵ Mr. McDougall⁶ and Mr. Morris,⁷ be a Committee for Seminaries of Learning.

* * * *

[IN ASSEMBLY.]

January 27th, 1784.

* * * *

Impressed with the Necessity of * * establishing, reviving and encouraging Seminaries of Learning, * * we shall sedulously apply ourselves to advance those important Measures, convinced that they are intimately blended with the most essential Interests of the State.⁸

* * * *

[IN SENATE.]

January 28th, 1784.

* * We acknowledge it to be our Duty, as it will be our Pleasure, to encourage Literature as one of the best Means of forming the Mind of our Youth to Virtue, and training them up to Usefulness.⁹

* * * *

¹ Robert Harpur, of New York.

² John Nicholson, of Ulster county.

³ James Gordon, of Albany county.

⁴ Isaac Stoutenburgh.

⁵ James Duane.

⁶ Alexander McDougall.

⁷ Lewis Morris — all of the Southern District.

⁸ Reply of Assembly to Gov. Clinton's Speech.

⁹ Answer of the Senate to the Speech of His Excellency, Gov. Clinton.

February 19th, 1784.

* * * *

Mr. Duane moved for Leave to bring in a Bill, for establishing a University within this State.

Ordered, That Leave be given accordingly.

Mr. Duane accordingly brought in the said Bill, which was read the first Time, and ordered a second Reading.

* * * *

March 25th, 1784.

* * * *

The Bill, entitled, "An Act for establishing a University within this State," was read a second Time, and committed to a Committee of the Whole.

* * * *

To the honorable the Legislature of the State of New York.

The Petition of the Subscribers Governors of the College commonly called Kings College.

HUMBLY SHEWETH—That the greater Part of the Governors of the said College have since the Commencement of the late War died out or departed this State whereby a sufficient number of Governors cannot be convened for the carrying on of the Business of the said College agreeably to its Charter—that many Parts of the said Charter are inconsistent with that Liberality and that civil and religious Freedom which our present happy Constitution points out—and that an Alteration of that Charter in such Points as well as an Extension of the Privileges of the said College so as to render it the Mother of an University to be established within this State would tend to diffuse Knowledge and extend Literature throughout this State.

Your Petitioners therefore influenced by these Motives humbly submit the said Charter to the Revision and Correction of the Legislature so as to render it more adequate to these important Ends, humbly hoping that your honorable Body will confirm to the corporation of Kings College such Estate as was unquestionably appropriated to its Use.

New York 24th March 1784.

LEONARD LISPENARD,
JN^O LIVINGSTON,
W^M WALTON,
SAM BAYARD, JUN^R,

GEO: CLINTON,
RICH^D MORRIS,
JA^S DUANE,
GERAED BANCKER,
EGE^T BENSON,
J: H: LIVINGSTON,
SAM^L PROVOOST,
JOHN RODGERS,
JN^O MORIN SCOTT.

[Endorsed.]

To the honorable the Legislature of the State of New York.

The Petition of the Governors of Kings College praying a Revision of their Charter, & that the said College may be erected into an University.

In Senate, *March 30th*, 1784, read and Committed to the whole on the Bill for establishing a University within this State.¹

March 30th, 1784.

* * * * *

A Petition of the Governors of King's College, praying a Revision of their Charter, and that the said College may be erected into an University, was read, and committed to a Committee of the Whole, to be taken into Consideration with the Bill "for establishing a University within this State."

* * * * *

April 15th, 1784.

* * * * *

The Senate resolved itself into a Committee of the Whole, on the Bill, entitled, "An Act for establishing an University within this State;" after some time spent thereon, the President resumed the Chair, and Mr. Williams from the Committee reported, that they had made some Progress in the Bill, and that he was directed to move for Leave to sit again.

Ordered, That Leave be given accordingly.

* * * * *

April 16th, 1784.

* * * * *

Mr. Williams^a from the Committee of the Whole, on the Bill, entitled, "An Act for establishing an University within this State," reported the Proceedings of the Committee to have been as follows, viz.

That upon coming to that Part of the Bill which provides an annual Revenue of forty Thousand Bushel of Wheat for the University, Mr. Yates moved, that the Words *forty Thousand Bushel of Wheat* be expunged, and a Sum of Money inserted in its Stead. Debates arose, and the Question being put thereon, it passed in the Negative, in the Manner following, viz.

* * * * *

[Ayes, 3 : Noes, 16.]

¹ N. Y. Leg. Papers (MS.), No. 2, in ^a John Williams, Eastern District. State Library.

That Mr. Yates¹ then moved, that the Committee would rise and report it as their Opinion, that the Bill be postponed till the next Meeting of the Legislature; and that the Draft of the Bill be published for six Weeks in the public News-papers in this State. Debates arose, and the Question being put thereon, it passed in the Negative in the Manner following, viz.

* * * *

[Ayes, 2 : Noes, 11.]

Mr. Williams further reported, that they had gone through the Bill, made several Amendments and altered the Title, in the Words following, viz. "An Act for granting certain Privileges to the College heretofore called Kings College, for altering the Name and Charter thereof, and erecting an University within this State;"² which Report he read in his Place, and delivered the Bill with the Amendments in at the Table, where the same were again read, and agreed to.

Ordered, That the Bill be engrossed.

* * * *

April 19th, 1784.

* * * *

The engrossed Bill, entitled "An Act for granting certain Privileges to the College heretofore called Kings College, for altering the Name and Charter thereof, and erecting an University within this State," was read a third Time.

Resolved, That the Bill do pass.

Ordered, That Mr. Roosevelt³ carry the Bill to the Honorable the House of Assembly, and request their Concurrence.

* * * *

[IN ASSEMBLY.]

19th April, 1784.

* * * *

A Message from the Honorable the Senate, was delivered by Mr. Roosevelt, with the Bill therein mentioned, that the Senate have passed a Bill, entitled, *An Act for granting certain Privileges to the College heretofore known by the Name of Kings College, for altering the Name and Charter thereof, and erecting an University within this State*, to which they request the Concurrence of this House.

The said Bill was read the first Time, and ordered a second Reading.

* * * *

¹ Abraham Yates, jun., Western District.

² The original draft of this amended bill is preserved among the N. Y. State Legislative Papers (MS.), in the N. Y. State Library, being No. 374 of this

Collection. Further allusion to this draft will be made in connection with the transcript of the bill as finally enacted.

³ Isaac Roosevelt, Southern District.

20th April, 1784.

* * *

The Bill, entitled, *An Act for granting certain Privileges* [etc., as above], was read a second Time and committed to a Committee of the whole House.

* * *

April 21st, 1784.

* * *

Mr. Livingston,¹ from the Committee of the whole House, on the Bill, entitled, *An Act for granting certain Privileges* [etc., as above], reported, that the Committee have gone through the Bill and made Amendments, which he was directed to report to the House; and he read the Report in his Place, and delivered the Bill and Amendments in at the Table, where the same were again read, and agreed to by the House.

The Bill and Amendments were then read a third Time.

Resolved, That the Bill and Amendments do pass.

Ordered, That Mr. Clark, and Mr. W. Harper,² deliver the Bill and Amendments to the Honorable the Senate, and inform them that this House have passed the Bill, with the Amendments therewith delivered.

* * *

[IN SENATE.]

April 27th, 1784.

* * *

A Message from the Honorable the House of Assembly (by Mr. Clark and Mr. W. Harper) was received with the Bill, entitled, "*An Act for granting certain Privileges*" [etc. as above], informing, that they had passed the Bill with the Amendments therewith delivered.

Resolved, That this Senate do concur with the Honorable the House of Assembly, in their Amendments to the said Bill.

Ordered, That Mr. Roosevelt carry the Bill to the Honorable the House of Assembly, and inform them that the Bill is amended accordingly.

* * *

[IN ASSEMBLY.]

April 30th, 1784.

* * *

A Message from the Honorable the Senate, was delivered by Mr. Roosevelt, with the Bill therein mentioned, that the Senate have concurred in the Amendments to the Bill entitled, *An Act for*

¹ James Livingston, of Tryon county.

² William Harper, of Tryon county.

granting certain Privileges [etc., as above], and that the Bill is amended accordingly.

The amended Bill being examined;

Ordered, That Mr. Clark and Mr. Lott,¹ return the said Bill to the Honorable the Senate.

* * * *

[IN SENATE.]

April 30th, 1784.

* * * *

A Message from the Honorable the House of Assembly (by Mr. Clark and Mr. Lott) was received, returning the Bill, entitled [as above],

Ordered, That Mr. Schuyler,² carry the Bill to the Honorable the Council of Revision.

May 1st, 1784.

* * * *

A Message from the Honorable the Council of Revision, (by Mr. Chief Justice Morris³) was received and read, That it does not appear improper to the Council, that the Bill, entitled, [as above], should become a Law of this State.

* * * *

*An Act for granting certain Privileges to the College heretofore called King's College, for altering the Name and Charter thereof, and erecting an University within this State.*⁴

PASSED May 1, 1784.

Whereas, by Letters Patent under the Great Seal of the late Colony of New-York, bearing Date the thirty-first Day of October, in the twenty-eighth Year of the Reign of George the Second, the King of Great-Britain, a certain Body Politic and Corporate, was created by the Name of the Governors of the Colledge of the Province of New-York, in the City of New-York in America, with divers Privileges, Capacities and Immunities, as in and by the said Patent will more fully appear.

¹ Johannes E. Lott, of Kings county.

² Philip Schuyler, Western District.

³ Richard Morris, of Westchester county.

⁴ In the original draft of this bill (referred to on a preceding page), the title was first written thus: "An act for granting certain new privileges to the Colledge heretofore called King's Colledge, for altering the name and erecting the same into an university." The words "new" and "the same into" were erased with a pen (perhaps by amendment in committee of the whole). The words "[and] Charter thereof" are interlined, the word "an" is changed to "a," and the words "within this State" seem to have been added to the title as first written.

And whereas there are many Vacancies in the said Corporation, occasioned by the Death or Absence of a great Number of the Governors of the said College, whereby the Succession is so greatly broke in upon as to require the Interposition of the Legislature.

And whereas the remaining Governors of the said College, desirous to render the same extensively useful, have prayed, that the said College may be erected into an University, and that such other Alterations may be made in the Charter, or Letters of Incorporation above recited, as may render them more conformable to the liberal Principles of the Constitution of this State;

I. Be it therefore enacted by the People of the State of New-York, represented in Senate and Assembly, and it is hereby enacted by the Authority of the same, That all the Rights, Privileges and Immunities heretofore vested in the Corporation, heretofore known by the Name of the Governors of the College of the Province of New-York, in the City of New-York, in America, so far as they relate to the Capacity of holding or disposing of Property, either real or personal, of suing or being sued, of making Laws or Ordinances for their own Government, or that of their Servants, Pupils and others, under their Care, and subject to their Direction, of appointing, displacing and paying Stewards, and other inferior Servants; of making, holding and having a common Seal, of altering and changing the same at pleasure, be and they hereby are vested in the Regents of the University of the State of New-York, who are hereby erected into a Corporation or Body Corporate and Politic, and enabled to hold, possess and enjoy the above-mentioned Rights, Franchises, Privileges and Immunities, together with such others as are contained in this Act, by the Name and Stile of the Regents of the University of the State of New-York, of whom the Governor, the Lieutenant-Governor,¹ the President of the Senate for the Time being, the Speaker of the Assembly, the Mayor of the City of New-York, and the Mayor of the City of Albany, the Attorney-General and the Secretary of the State respectively for the Time being;² be and they hereby are severally constituted perpetual Regents, in Virtue of their several and respective Offices, Places and Stations; and together with other Persons herein after named, to the Number of twenty-four,³ to wit, Henry Brockholst Livingston and Robert Harpur, of the City of New-

¹ The words, "the chancellor, the chief justice," were in the original draft, and have been erased with a pen; also, after "the Speaker of the Assembly," the words "the judges of the Supreme court." The words, "and the Mayor of the City of Albany," "and the Secretary of State," are interlined in the draft.

² The words "together with the eldest Rector of Trinity Church, the eldest minister of the protestant reformed dutch Church in the City of New York, the eldest minister of the Lutheran Church in the s^d city, the eldest minister of the French Church in the said city, and the eldest minister of the presbyterian church in the said city for the time being all of them," are erased in the draft.

³ The word "four" is interlined in the draft, and only the first-named person from each county is there mentioned.

York; Walter Livingston and Christopher Yates of the County of Albany; Anthony Hoffman and Cornelius Humfrey, of the County of Dutchess; Lewis Morris and Phillip Pell, jun. of the County of Westchester; Henry Wisner and John Haring, of the County of Orange; Christopher Tappen and James Clinton, of the County of Ulster; Christopher P. Yates and James Livingston, of the County of Montgomery; Abraham Bancker and John C. Dongan, of the County of Richmond; Matthew Clarkson and Rutger Van Brunt, of the County of Kings; James Townsend and Thomas Lawrence, of the County of Queens; Ezra L'Hommiedieu and Caleb Smith, of the County of Suffolk; and John Williams and John McCrea, of the County of Washington, be and they hereby are appointed Regents of the said University, and it shall and may be lawful to and for the Clergy, of the respective religious Denominations in this State, to meet at such Time and Place as they shall deem proper after the passing of this Act, and being so met, shall by a Majority of Voices of those who shall so meet, choose and appoint one of their Body to be a Regent in the said University; and in Case of Death or Resignation, to choose and appoint another in the same Manner; and the Regent, so chosen and appointed, shall have the like Powers as any other Regent, appointed or to be appointed by Virtue of this Act.¹

And to the End, that a Succession of Regents be perpetually kept up;

II. *Be it further enacted by the Authority aforesaid*, That whenever and so often as one or more of the Regents of the said University, not being such in Virtue of his or their Office, Place or Station, shall remove his or their Place of Residence from within this State, shall resign or die, that the Place or Places of such Regent or Regents so removing, resigning or dying, shall be filled up by the Governor or Person administering the Government of the State for the Time being, by and with the Advice and Consent of the Council of Appointment, so that such Appointments be of Persons resident in the Counties respectively wherein the former Regents did reside, other than where such Vacancy may happen, of a Regent appointed by the Clergy as aforesaid.

III. *And be it further enacted by the Authority aforesaid*, That as soon as may be after the passing of this Act, the Regents of the said University shall by plurality of Voices, choose a Chancellor, a Vice-Chancellor, a Treasurer and a Secretary² from among the said Regents; the said Chancellor, or in his Absence the Vice-Chancellor to preside at all Elections and other Meetings to be held by the said Regents; and to have the casting Vote upon every Division:

¹ This clause relative to the appointment of Regents by the Clergy, appears as an amendment to the original draft.

² The words, "and a president for the College heretofore called Kings College, but which shall" were written in the original draft, but seem to have been erased by the framer of the section, before the subsequent lines were written.

And for the well ordering and directing of the said Corporation;
 IV. *Be it further enacted by the Authority aforesaid,* That the Regents of the said University, or a Majority of them, shall be, and hereby are vested with full Power and Authority to ordain and make Ordinances and By-Laws for the Government of the several Colleges which may or shall compose the said University; and the several Presidents, Professors, Tutors, Fellows, Pupils and Servants thereof; and for the Management of such Estate as they may and shall be invested with; that they shall have full Power and Authority to determine the Salaries of the Officers and Servants of the said College; to remove from Office any such President, Professor, Tutor, Fellow or Servant as they conceive, after a full hearing, to have abused their Trust, or to be incompetent thereto.

Provided nevertheless, That no Fine to be levied by Virtue of the said Laws or Ordinances shall exceed the Value of one Bushel of Wheat for any one Offence, and that no Pupil or Student shall be suspended for a longer Term than twenty Days, or be restituted¹ or expelled, but upon a fair and full Hearing of the Parties by the Chancellor or Vice-Chancellor of the said University, and at least ten of the Regents not being President or Professors of the College to which the Person accused belongs, or under whose immediate directions the same may be, and the said Regents are hereby further empowered and directed as soon as may be, to elect a President and Professors for the College heretofore called Kings-College, which President shall continue in Place during the pleasure of the Regents of the University: And that from and after the first Election, the said President and all future Presidents shall be elected from out of the Professors of the several Colleges that may or shall compose the said University; and that no Professor shall be in any Wise whatsoever accounted intelligible,¹ for, or by Reason of any religious Tenet or Tenets, that he may or shall profess or be compelled by any By-Law or otherwise to take any religious Test-Oath whatsoever.

And to the End that the Intention of the Donors and Benefactors of the said before-mentioned College be not defeated;

V. *Be it further enacted by the Authority aforesaid,* That all the Estate, whether real or personal, which the said Governors of the Corporation of Kings-College held by Virtue of the said before mentioned Charter, be held and possessed by the said Regents, and applied solely to the Use of the said College; and that the said Regents may, and they hereby are empowered to receive and hold for the Use of the said College an Estate of the annual Value of Three Thousand and Five Hundred Pounds, in Manner specified in the said first above recited Charter or Letters Patent of Incorporation.

¹ So in the original act, but not in the "draft" above referred to.

And for the further Promotion of Learning and the Extension of Literature;

VI. *Be it further enacted by the Authority aforesaid*, That the said Regents may hold and possess Estates real and personal to the annual Amount of forty thousand Bushels of Wheat, over and above all Profits arising from Room Rent or Tuition Money,¹ and that whenever any Lands, Tenements or Hereditaments, or other Estate real or personal, shall be given, granted or conveyed to the Regents of the University of the State, without expressing any Designation thereof, such Estate shall be applied in such Manner as to the said Regents shall seem most advantageous to the said University.

Provided always, That whenever any Gift, Grant, Bequest, Devise or Conveyance, shall express the particular Use to which the same is to be applied, if adequate thereto, it shall be so applied and not otherwise.

VII. *And be it further enacted by the Authority aforesaid*, That the said Regents be, and they hereby are empowered, to found Schools and Colleges in any² part³ of this State, as may seem expedient to them, and to endow the same, vesting such Colleges so endowed with full and ample Powers to confer the Degrees of Batchelor of Arts, and directing the Manner in which such Colleges are to be governed, always reserving to the Chancellor and Vice-Chancellor of the University, and a certain number of the Regents to be appointed by a Majority of the said Regents, a right to visit and examine into the State of Literature in such College, and to report to the Regents at large, any Deficiency in the Laws of such College, or neglect in the Execution thereof, every such School or College being at all Times to be deemed a Part of the University, and as such, subject to the Controul and Direction of the said Regents; and if it should so happen, that any Person or Persons, or any Body Politic or Corporate, should at his or their expense, found any College or School, and endow the same with an Estate real or personal, of the yearly Value of one Thousand Bushel⁴ of Wheat, that such School or College shall, on the application of the Founder or Founders, or their Heirs or Successors, be considered as composing a Part of the said University; and the Estate thereunto annexed, shall be and hereby is vested in the said Regents of the University, to be applied according to the Intention of the Donor; and that the said Founder and Founders, and their Heirs, or if a Body Corporate, their Successors shall be, and hereby are forever hereafter entitled to send a Representative for such College or School, who, together with the President, (if the Estate

¹ This provision as to "forty thousand bushels of wheat" is a marginal addition to the original draft, in the same hand writing, and may have been the framer's own amendment, rather than that of the Committee of the Whole.

² The word "such" is interlined in the original draft.

³ "Parts" in original draft.

⁴ So in the original act, but "bushels" in the draft.

is applied to the use of the¹ College) shall be and they hereby are at all Times hereafter to be considered as Regents of the said University, and vested with like Powers and Authorities in all Things, as in and by this Act is given to the other Regents of the said University, and the said College or School, shall in all Things not particularly restricted by the Donor, conform to the general Laws and Regulation² of the said University.

Provided, That nothing in this Act contained, shall be construed to deprive any Person or Persons, of the Right to erect such Schools or Colleges as to him or them may seem proper, independent of the said University.³

VIII. *And be it further enacted by the Authority aforesaid*, That whenever any religious Body or Society of Men, shall deem it proper to institute a Professorship in the said University, for the Promotion of their particular religious Tenets, or for any other Purpose not inconsistent with Religion, Morality and the Laws of the State, and shall appropriate a Fund for that Purpose, not being less than two Hundred Bushels of Wheat per Annum, that the Regents of the said University shall cause the same to be applied as the Donors shall direct, for the Purposes above mentioned, the said Professors so to be appointed, to be subject to the like Rules, Laws and Ordinances as other the Professors of the said University, and entitled to the like Immunities and Privileges.

IX. *And be it further enacted by the Authority aforesaid*, That the said Regents and their Successors, forever, shall and may have full Power and Authority, by the Chancellor or Vice-Chancellor of the said University, or any other Person or Persons by them authorized or appointed to give and grant to any of the Students of the said University, or to any Person or Persons thought worthy thereof, all such Degrees as well in Divinity, Philosophy, civil and municipal Laws, as in every other Art, Science and Faculty whatsoever, as are or may be conferred by all or any of the Universities in Europe; and that the Chancellor or in his absence the Vice-Chancellor of the said University for the Time being, do sign and seal with the Seal of the said Corporation, Diplomas or Certificates of Such Degrees having been given, other than the Degree of Batchelor of Arts, which shall and may be granted by the President of the College, in which the Person taking the same, shall have been graduated,⁴ and the Diplomas shall be signed by the said President; that the Persons to be elected Fellows, Professors or Tutors as aforesaid, be also Regents of the said Univer-

¹ "a" in the original draft.

² "Regulations," in the original draft.

³ In the original draft, the following section was written and erased with a pen, apparently before the subsequent sections were written: "And be it further enacted, and it is hereby enacted by the authority aforesaid, that the College in the City of New York heretofore called King's College be and it is hereby forever hereafter to be Called and known by the name of the *State College*."

⁴ So in the original act, but not in the "draft" referred to.

sity, *Ex officio*, and capable of voting in every Case relative only to the respective Colleges to which they shall belong, excepting in such Cases wherein they shall respectively be personally concerned or interested.¹

X. *And be it further enacted by the Authority aforesaid*, That the College within the City of New York, heretofore called King's College, be forever hereafter called and known by the Name of COLUMBIA COLLEGE.²

A transcript of the Minutes of the Regents of the University from 1784 to 1787, under the above act, was kindly made from the original records of Columbia College, by the trustees of that institution, in 1857, for the office of the existing Board of Regents. These Minutes are now printed, it is believed, for the first time.

At the First Meeting of the Regents of the University of the State of New York at the House of Mr. John Simmons in the City of New York, on the 4th day of May in the year of our Lord 1784 and of our Independence the eighth,

PRESENT — *His Excellency* GOVERNOR CLINTON,
The Hon^{ble} PIERRE VAN COETLANDT,
 JOHN HATHORN, Speaker of the Assembly,
 JAMES LIVINGSTON,
 CORNELIUS HUMFREY,
 JAMES TOWNSEND,
 BROCKHOLST LIVINGSTON,
 ROBERT HARPUR,
 EZRA L'HOMMEDIEU,
 JOHN WILLIAMS,
 LEWIS MORRIS,
 CHRISTOPHER P. YATES,
 RUTGERT VAN BRUNT,
 CHRISTOPHER YATES,
 PHILIP PELL, JUN^r., Esquires.

A sufficient number of the Regents to proceed on business, not attending the Gentlemen present adjourned until 6 o'clock to-morrow Evening to meet at the same place.

Met according to Adjournment, May the 5th, 1784.

Present, the above Gentlemen, and John Haring and Matthew Clarkson Esquires attending, a quorum is formed and the following appointments made:

¹ This provision in regard to "Persons to be elected Fellows," etc., is not in the original draft.

² This name was first written "the Columbian College," in the original draft.

His Excellency, GOVERNOR OLINTON, Chancellor.

The Hon^{ble} PIERRE VAN CORTLANDT, Vice-Chancellor.

BROCKHOLST LIVINGSTON, Esq^r., Treasurer.

ROBERT HARPUR, Esq^r., Secretary to the said University.

Ordered, That the appointment of a President for Columbia College be deferred until a future Meeting.

Ordered, That the Treasurer and Secretary demand and receive from the late Treasurer and Clerk of the late Corporation of the College called King's College, and from any other person or persons the Records, Papers, Cash, Leases, Mortgages and other Securities lately belonging to the said late Corporation, and give receipts therefor.

And in case of refusal to deliver the same to commence Suits for the recovery thereof in the name and at the expense of this Corporation.

Resolved, That the Treasurer and Secretary receive such compensation for their services as shall be allowed at a future Meeting of the Regents.

Ordered, That the Treasurer give such security for the faithful performance of his Trust as the Chancellor and any three members of this Corporation shall think proper to require.

Ordered, That Mr. Clarkson, Mr. Livingston, Mr. Morris, Mr. Duane, and Mr. Harpur, or any three of them, be a Committee to have the care and superintendence of Repairing Columbia College; and that the monies necessary for defraying the expenses thereof be occasionally drawn from the Treasury by Warrants from the Chancellor.

Ordered, That a Professor of the French Language be appointed for Columbia College, and that the Rev^d Mr. John Peter Tetard be such Professor, and that the following Committee make him such reasonable compensation as they shall judge adequate to his station and services.

Ordered, That a Committee be appointed to employ such other Instructors for the advancement of learning in Columbia College, as they, or a majority of them shall think necessary, and to engage such for the term of twelve months, on such conditions as they can agree upon, and to draw monies from the Treasury quarterly for the payment as well of the above-named Professor, as of the persons employed by them as Instructors, and other Inferior Officers whom they are also authorized to employ. And that the Chancellor, Vice-Chancellor, the Secretary, the Treasurer, the Secretary of the State, the Mayor of the City of New York, Mr. Clarkson, Mr. Morris, Mr. Pell, Mr. Van Brunt, Mr. Bancker, Mr. Dongan, the Attorney-General of the State or the majority of them be a Committee for that purpose.

Ordered, That a Committee be appointed to report Bye Laws for the Corporation. And that Mr. Duane, Mr. Livingston and Mr. Harpur be a Committee for that purpose.

Resolved, That the Chancellor, the Vice-Chancellor, the Treasurer, the Secretary, the Secretary of the State, The Mayor of the

City of New York, Colonel Clarkson, General Morris, Mr. Pell, Mr. Van Brunt, Mr. Bancker, Mr. Dongan, the Attorney-General of the State or any three or more of them whereof the Chancellor to be one, be a Committee for the purpose of devising a seal for this Corporation, which seal when made shall be lodged in the hands of the Chancellor, and used by the above Committee or any seven of them whereof the Chancellor for the time being to be one, for the following purposes to wit, The Recovery of possessions, the granting of leases, and the Recovery of Debts.

Ordered, That the Treasurer take such measures for the recovery of any monies due to this Corporation on bonds, mortgages, leases or otherwise, as by the Chancellor and any four of the above Committee shall be judged proper.

Resolved, That the time which may be employed under the Professor already appointed, or under such other Instructors as may be hereafter appointed by the Committee chosen for that purpose, shall be considered as a part of the term of a Collegiate Education; and that such Students shall be entitled to an admission, on examination, into Columbia College, in the same manner as if they had actually studied the same length of time in any other College whatever.

Resolved, also, That the said Committee last mentioned be authorized to send in behalf of this Corporation a suitable person to France on such reasonable terms as they shall agree to solicit subscriptions for the use of the same, and also that they set on foot subscriptions for the same purpose in other parts of Europe as they shall judge will be most effectual and attended with least expense.

Resolved, That the former messenger, Richard Kip, be and he is hereby appointed a messenger to this Corporation.

At a Meeting of a Committee of the Regents at Mr. Simmons's on Monday the 17th May, 1784.

PRESENT — *The* CHANCELLOR.

The VICE-CHANCELLOR.

The SECRETARY.

The MAYOR OF NEW YORK.

Mr. TETARD.¹

Mr. De Witt Clinton, presenting himself as a Candidate for admission into the Junior Class in Columbia College, was examined, found qualified, and admitted accordingly.

¹ Mr. Tetard seems to have acted as a Regent representing Columbia College, under authority of section vii. of the act of May 1, 1784.

At a Meeting of a Committee of the Regents at Mr. Simmons's on Saturday the 15th May, 1784.

PRESENT — *The* CHANCELLOR.
The VICE-CHANCELLOR.
The TREASURER,
The SECRETARY,
The MAYOR OF NEW YORK.
General MORRIS.
General CLINTON.
Mr. TETARD.

The Committee having received a letter from Theophylact Bache of the 11th Instant apologizing for the nonpayment of monies due on a Bond from him, George Harrison deceased and Mr. Anthony Van Dam to this Corporation which letter being read and considered by the Committee.

Resolved, That the said Mr. Bache and the Executors of George Harrison deceased be required to pay the Interest due, and that the Treasurer in case of refusal, take effectual measures for the recovery thereof; and that the said Mr. Bache and the Executors aforesaid be required to renew their Bond for the principal, and to mortgage sufficient real property for the better security thereof.

On reading a letter from Mr. John DeLancey on the same subject,

Ordered, That Mr. DeLancey be called on to pay One hundred pounds on account of Interest due on his Bond to the Corporation, and that he renew his Bond with sufficient Security for the payment thereof with legal interest.

On reading a letter from Mr. John Livingston on the same subject,

Ordered, That Mr. Livingston be called upon by the Treasurer to pay One hundred pounds on account of Interest due on his Bond to this Corporation, and that he renew his Bond with sufficient Security for the principal and residue of the Interest in arrear at the time of the renewal thereof.

On reading a letter from Jacobus Vanzandt in behalf of himself and the House of Vanzandt and Kettletas on a similar subject,

Ordered, That the obligors be called upon to pay One hundred and fifty pounds and that the Treasurer credit them on their Bond for the same and that the further consideration of their request for abatement be referred to the determination of the Regents, the Committee not having power to make such abatement.

On reading a letter from Robert O. Livingston Esq. on a like subject,

Ordered, That he be called upon to pay One hundred and fifty pounds, and that the Treasurer credit him on his Bond for the same and that the further consideration of his case be referred as aforesaid.

The Treasurer informing the Committee that he had wrote to

several other persons indebted to the Corporation from whom he had not yet received any answer,

Ordered, That he immediately demand from those persons such sums of money as on a consideration of their circumstances the Chancellor and the Mayor of the City shall think sufficient for the present exigence of the Corporation and that further measures for the security of the principal and the residue of the Interest in arrear at the time of the renewal of their respective Bonds consistent with the spirit of the preceding resolution.

Resolved, That a Grammar School be instituted in Columbia College, and that Mr. Wm. Cochran be appointed the master thereof for the education of youth, and that he be permitted to remove his present school thither, and that he be also a temporary instructor in the Latin and Greek languages of the Students admitted into the said College.

And that the Professor of the French Language have also liberty to remove his present French private pupils into the said College and that such Compensation shall be made to the said Professor and Temporary Instructor for their Collegiate services, respectively, as shall be adequate thereto.

Resolved, That the Tuition and Chamber rent of said College shall not exceed that which is now paid for Tuition and Chamber rent in the College of the State of New Jersey.

Resolved, That all candidates who shall be duly examined by the said Professor and Temporary Instructor for the time being in the presence of the Chancellor or Vice Chancellor and any two of the Regents and who shall be approved of by them shall be admitted accordingly into such classes in the said College as they shall be found qualified to enter.

At a Meeting of a Committee of the Regents at Mr. Sinmons's on the day of May, 1784.

PRESENT — *The* CHANCELLOR.
The VICE CHANCELLOR.
The TREASURER.
The SECRETARY.
The MAYOR OF THE CITY OF NEW YORK.
Gen'l JAMES CLINTON.
Mr. TETARD.

Philip Livingston and George Livingston, Sons of Philip Livingston Esquire presenting themselves as Candidates for admission into the Junior Class in the said College was examined and qualified, therefore,

Resolved, That they be admitted into the said Class.

On reading a letter of this date from James Barclay relative to a Debt due by his father, on Bond to this Corporation.

Ordered, That he be requested by the treasurer to pay one hundred pounds into the Treasury of said Corporation and that the said Treasurer endorse a receipt for the same on the said Bond.

At a Meeting of the Committee on the 26th May 1784 at Mr. Simmons's aforesaid.

PRESENT — *The* TREASURER,
The MAYOR,
Mr. TETARD,
And the SECRETARY.

Mr. Abraham Hun presenting himself as a Candidate for admission into the Junior Class in Columbia College was examined and admitted.

At a Meeting of the Committee on the 4th June 1784 at Mr. Simmons's aforesaid.

PRESENT — *His Excellency the* CHANCELLOR,
His Honor the MAYOR OF THIS CITY,
Mr. TREASURER,
Mr. SECRETARY,
Gen'l MORRIS,
Col. VAN BRUNT,
Mr. DONGAN,
Mr. TETARD, and
Mr. BANCKER.

Resolved, That it is the opinion of this Committee that a proper person should be authorized on the behalf of the University to proceed to France and the United Netherlands in order to solicit and receive Benefactions for the use of the said University.

Resolved Unanimously, That Col.¹ Clarkson one of the Regents of the University be and he is hereby appointed and authorized to proceed to France and such parts of the United Netherlands as he may think proper for that purpose.

Col.¹ Clarkson being present signified his acceptance of the said appointment and from a desire to promote the interest of the University wished for no pecuniary reward beyond his expenses.

Resolved, That it is the opinion of the Committee that there be advanced to Col.¹ Clarkson Forty Guineas for his expenses and passage to Paris and that a farther advance of Ninety guineas be made to him for his expenses for three months in the execution after his arrival there and that he be furnished with a Credit for the

farther sum of Ninety guineas for his expenses for the three next succeeding months.

Resolved, It is the opinion of the Committee that His Excellency the Chancellor issue a Warrant to the Treasurer for the said sums amounting to four hundred and ten pounds thirteen and four pence.

Resolved, That His Excellency the Chancellor with His Honor the Mayor of New York be requested to communicate to the Minister of France now in this City, the before mentioned mission, and to solicit his friendly interposition to carry the same into effect.

Resolved, That the Chancellor and Mayor aforesaid be authorized to write letters to the Marquis de la Fayette and such other friends to literature, in France and the United Netherlands as they shall think fit, to engage their aid and support in the said mission. And that Col.¹ Clarkson be authorized and empowered to purchase such a Philosophical Apparatus for Columbia College as Dr. Franklin, Mr. Adams, and Mr. Jefferson, Ministers of the United States, will advise, and his collections will admit.

Resolved, That the Chancellor, the Mayor of New York, the Treasurer and the Secretary be authorized to prepare and sign Instructions for Colonel Clarkson and forthwith to dispatch him on his said mission.

Resolved, That the Chancellor, and the Mayor of the City confer with Arthur Noble Esquire, lately from Ireland, and correspond with such other Gentlemen in that Kingdom as they may think proper on the expediency of raising subscriptions for the use of the University of this State.

Resolved, That Tuesday the 15th Instant be assigned for the Examination of such Candidates as may offer for an admission in Columbia College, and that a Committee of the Regents will attend at Mr. Simmons's at 5 o'clock P. M. for that purpose.

At a Meeting of the Committee on the 15th day of June 1784 at Mr. Simmons's aforesaid.

PRESENT — *His Excellency the GOVERNOR.*

His Honor the MAYOR OF NEW YORK.

Mr. Treasurer LIVINGSTON.

Mr. Secretary HARPUR.

The Rev'd Mr. TETARD.

Mr. DONGAN.

Mr. John Basset, Mr. Edward Graham, and Mr. Peter Studiford, presenting themselves as Candidates for admission into the Junior Class in Columbia College were examined and admitted accordingly.

August 25th 1784.

The Committee met.

Mr. Duane Mr. Livingston Mr. Harpur and Mr. Tetard present.

Received a letter dated — signed Edward Rigg prds. informing the Regents that the Students of Columbia College, with a number of others of the City, had formed a Society for the purpose of improving themselves in Polite Literature, requesting a Chamber in the College to be assigned for their use.

Resolved, That the Committee approve of the said Society and that they be permitted to deposit their books in the College Library and that the Librarian of this Society be Librarian of the said College till the Regents shall make further order therein, provided that nothing in the said Institution contained shall be exercised as to weaken or interfere with, in any degree the authority of the Officers of the College.

Mr. [Francis] Sylvester and Mr. [Henry C.] Van Schaick being examined were admitted into the Junior class.

[AMENDMENT OF THE FOREGOING ACT OF MAY 1, 1784.]

* * * *

It is found by experience, that some of the laws of the last session, particularly the act establishing an university in this State, and the impost act, require amendment, as well to render them more easy in their execution, as more effectual in their operation. The officers acting immediately under them are directed to state for your information the defects which have been discovered.¹

* * * *

[IN ASSEMBLY.]

October 19th 1784.

* * Mr. Livingston from the said Committee [of the whole on his Excellency the Governor's Speech,] reported, that the Committee had agreed to the following Resolutions, which he was directed to report to the House, viz.

Resolved, That it is the opinion of this Committee, that a Committee be appointed to revise the *Act for granting certain privileges to the College called King's College* [etc., as above], * * and that they report to the House such parts thereof * * as shall appear to them to require amendment.

* * * *

¹ Message of Gov. Clinton, Oct. 18, 1784.

Resolved, That Mr. W. Livingston¹, Mr. Pell², and Mr. J. Livingston³, be a Committee to revise the *Act for granting certain privileges* [etc., as above].

* * * *

October 28th, 1784.

* * * *

Mr. W. Livingston, from the Committee appointed to revise the act, entitled, *An act* [etc., as above], reported, that in the opinion of the said Committee, several parts of the said act, by him particularly mentioned, require amendment — That the Committee have prepared a draft of a bill for that purpose, and have directed him to move for leave to bring in the same.

Ordered, That leave be given accordingly.

Mr. W. Livingston, according to leave, brought in the said bill, entitled *An act* [etc., as above], which was read the first time, and ordered a second reading.

* * * *

October 29th, 1784.

* * The bill, entitled * * *An act* [etc., as above], * * were respectively read a second time, and committed to a Committee of the whole House.

* * * *

This bill seems never to have been considered in Committee of the Whole, but to have been superseded by a bill passed by the Senate, as appears by the following records :

* [IN SENATE.]

November 17th, 1784.

* * * *

Mr. Duane moved for leave to bring in a bill, to amend an act, entitled, an act [etc., as above], passed the 1st day of May, 1784.

Ordered, That leave be given accordingly.

Mr. Duane, according to leave brought in the said bill, which was read the first time, and ordered a second reading.

* * * *

November 18th, 1784.

* * * *

The bill, entitled, *An act to amend an act, entitled, An act* [etc., as above], * * * were respectively read a second time, and committed to a Committee of the whole.

* * * *

¹ Walter Livingston, of Albany county.

² Philip Pell, jun., of Westchester county.

³ James Livingston, of Montgomery county

The Senate resolved itself into a Committee of the whole, on the bill, entitled, *An act* [etc., as above] : After some time spent thereon, the President resumed the chair, and Mr. Whiting from the Committee, reported, that they had made some progress in the bill, and that he was directed to move for leave to sit again.

Ordered, That the Committee have leave to sit again.

* * * *

November 19th, 1784.

* * * *

A representation of the present condition of Columbia College,¹ in this State, was read, and committed to a Committee of the whole, to be taken into consideration with the bill, for granting certain privileges to the College, &c.

* * * *

Mr. Whiting² from the Committee of the whole, on the bill, entitled, *An act* [etc., as above], reported their proceedings as follows, viz.

That Mr. L'Hommedieu³ moved, that the sum of be advanced to the Regents of the University of the State of New York, for the use of Columbia College. Debates arose, and the question being put thereon, it was carried in the affirmative, as follows, viz :

[Ayes, 9 : Noes, 3.]

That Mr. L'Hommedieu then moved, that the sum so to be advanced to the said Regents, be 2552 l. That Mr. Yates then moved, as an amendment, that the sum so to be advanced, be 1000 l. and the question being put thereon, it was carried in the negative, as follows, viz :

[Ayes, 5 : Noes, 9.]

That the question being then put on Mr. L'Hommedieu's motion it was carried in the Affirmative, as follows, viz.

[Ayes, 8 : Noes, 6.]

That Mr. Finck⁴ then moved, that a clause be added to the bill, to direct the Treasurer of this State, to advance the sum of hundred pounds, on account, to the Trustees of the different Congregations on the Frontiers of this State, to enable them to rebuild their Churches, and for the establishment of Schools among them. Debates arose, and the question being put thereon, it was carried in the negative by all the members present, except Mr. Yates and Mr. Finck.

Mr. Whiting further reported, that they had gone through the bill, made several amendments thereto, and agreed to the same ;

¹ We have failed, thus far, to find a copy of this "representation."

² William B. Whiting, of the Western District.

³ Ezra L'Hommedieu, of the Southern District.

⁴ Andrew Finck, of the Western District.

which report he read in his place, and delivered the bill and amendments in at the table, where the same were again read, and agreed to by the Senate.

Ordered, that the bill and amendments be engrossed.

* * * *

November 20th, 1784.

* * * *

The engrossed bill, entitled, *An act to amend an act*, [etc., as above], was read a third time.

Resolved, That the bill do pass.

Ordered, That Mr. Whiting carry the bill to the Honorable the House of Assembly, and request their concurrence.

* * * *

[IN ASSEMBLY.]

November 20th, 1784.

* * * *

A Message from the Honorable the Senate, was delivered by Mr. Whiting, with the bill therein mentioned, that the Senate have passed a bill, entitled, *An act for granting certain privileges* [etc., the words "*An act to amend*" being omitted,] to which they request the concurrence of this House.

The said bill was read the first time, and ordered a second reading.

* * * *

November 22d, 1784.

* * * *

The bill entitled "*An act to amend an act*," [etc, as above], passed the 1st day of May 1784, was read a second time, and committed to a Committee of the whole House.

* * * *

November 24th, 1784.

* * * *

Mr. Jeffrey Smith¹ from the Committee of Whole House, on the bill entitled, *An act to amend* [etc, as above], reported, that the Committee have made some progress therein, and have directed him to move for leave to sit again.

Ordered, That the said Committee have leave to sit again.

* * * *

¹ Of Suffolk County.

November 25th, 1784.

* * * *

Mr. Jeffrey Smith, from the Committee of the whole House, on the bill, entitled, [as above], reported, that the Committee have gone through the bill, and made amendments, which he was directed to report to the House; and he read the report in his place, and delivered the bill and amendments in at the table, where the same were again read, and agreed to by the House.

The bill and amendments were then read a third time.

Resolved, That the bill and amendments do pass.

Ordered, That Mr. Hardenbergh¹ and Mr. Sickles,² deliver the said bill for [to] the Honorable the Senate, and inform them that this House have passed the bill, with the amendments therewith delivered.

* * * *

[IN SENATE.]

November 26th, 1784.

* * * *

A message from the Honorable the House of Assembly (by Mr. Hardenbergh and Mr. Sickles) was received, with the bill, entitled, *An act to amend* [etc., as above], informing, that they have passed the bill with the amendments therewith delivered.

Resolved, That the Senate do concur with the Honorable the House of Assembly, in their Amendments to the bill.

Ordered, That Mr. Whiting carry the bill to the Honorable the House of Assembly, and inform them, that the Senate have concurred in the amendments to said bill, and have amended the bill accordingly.

A message from the Honorable the House of Assembly (by Mr. Clark³ and Mr. Doughty⁴) was received, returning the said bill.

Ordered, That Mr. Morris carry the bill to the Honorable the Council of Revision.

* * * *

November 27th, 1784.

* * * *

A message from the Honorable the Council of Revision, (by Mr. Justice Hobart⁵) was read, That it does not appear improper to the

¹ Johannis G. Hardenbergh, of Ulster.

² William Sickles, of Orange.

³ Jeremiah Clark, of Orange.

⁴ Charles Doughty, of Kings county.

⁵ John Sloss Hobart.

Council, that the bill, entitled, *An act to amend* [etc., as above,] *passed 1st May, 1784*, should become a law of this State.

* * * *

[Original Draft, No. 884, of N. Y. State Legislative Papers (MS.), in State Library.]

An Act to amend an Act, entitled, "An Act for granting certain Privileges to the College, heretofore Called King's College, for altering the Name and Charter thereof, and erecting an University within this State," Passed the 1st day of May, 1784.

PASSED 26th November, 1784.

Whereas it is represented to the Legislature, that from the dispersed Residences of many of the Regents of the University of this State, and the Largeness of the Quorum, who are made capable of Business, the Interest and Prosperity of the said University have been greatly obstructed. And it is also represented that certain Doubts have arisen in the Construction of the Act, entitled, "An act for granting certain Privileges to the College heretofore called King's College, for altering the Name and Charter thereof, and erecting an University within this State, passed the first Day of May, 1784." For Remedy whereof

I. *Be it enacted by the People of the State of New York, represented in Senate and Assembly, and it is hereby enacted by the Authority of the same*, That in Addition to the Regents appointed in and by the before-mentioned Act, the several Persons herein after named, shall be, and hereby respectively are constituted Regents of the said University, (that is to say) John Jay, Samuel Provost, John H. Livingston, John Rodgers, John Mason, John Ganoe, John Daniel Gros, Johann Ch. Kunze, Joseph Delaplain, Gershom Seixas, Alexander Hamilton, John Lawrence, John Rutherford, Morgan Lewis', Leonard Lispenard, John Cochran, Charles McKnight, Thomas Jones, Malachi Treat and Nicholas Romain of New York; Peter W. Yates, Matthew Visscher and Hunlock Woodruff, of Albany; George J. L. Doll, of Ulster; John Vanderbilt, of Kings; Thomas Romain, of Montgomery; Samuel Buel, of Suffolk; Gilbert Livingston, of Dutchess; Nathan Kerr, of Orange; Ebenezer Lockwood, of Westchester, John Lloyd, jun., of Queens; Harmanus Garrison, of Richmond; and Ebenezer Russell, of Washington.¹ And that the said respective Regents hereby constituted, shall enjoy the same Power and Authority, as are granted to, and vested in the other Regents appointed by the said Act, as fully and effectually, as if they had been therein expressly named.

II. *And be it further enacted by the authority aforesaid*, That it shall and may be lawful to and for the Chancellor of the said University, and in his Absence the Vice-Chancellor, and in the

¹ The name of Aaron Burr follows "Morgan Lewis" in the original draft.

² The names from Peter W. Yates to Ebenezer Russell, both inclusive, do not appear in the original draft.

Absence of both, the Regent next nominated in the before-mentioned Act, who shall be present together with any eight or more of the Regents duly convened to form a Quorum of Regents for the Dispatch of the Business and affairs of the said University, whose Acts and Proceedings shall be as valid and effectual to all Intents and Purposes, as if all the Members of the said Regency were actually present. *Provided always*, that to constitute a legal Meeting of the Regents, the Time and Place for holding the same, shall be previously fixed by the Chancellor, or in his Absence the Vice-Chancellor, or in the Absence of both, the Regent next nominated in the said Act, by writing under his Hand, and Notice thereof signed by the Secretary of the University, shall previously be advertised in one of the public Newspapers, for at least two Weeks, to give all the Regents within a convenient Distance, an Opportunity of attending.

III. *And be it further enacted by the Authority aforesaid*, That there shall be an annual Meeting of the Regents of the said University, which shall be held at the Time and Place where the Legislature shall first be convened, after the first Monday of July in every Year, and that at every such Meeting the Acts and Proceedings of the Regents of the said University shall be reported and examined.

IV. *And be it further enacted by the Authority aforesaid*, That it shall and may be lawful to, and for the Clergy of each respective religious Denomination in this State, respectively to meet at such Time and Place as they shall deem proper, after the passing of this Act, and then and there, by a Majority of Voices of the Members of each respective Denomination so assembled, to elect one of each of their respective Bodies, to be a Regent of the said University, and in Case of Death or Resignation, to elect Successors in the same Manner¹; and every Regent so elected shall have the like Powers as any Regent constituted by this Act, or the Act hereby amended.

V. *And be it further enacted by the Authority aforesaid*, That the next Meeting of the Regents of the said University shall be held at the Senate Chamber, the Day after the rising of the Legislature, if that Day shall not happen on Sunday, in which Case, the said Meeting shall be held on the Day succeeding, and a sufficient Quorum of the Regents being assembled, shall have Power to adjourn from Time to Time, and to any Place they shall think fit for the Dispatch of the Business of the said University.

VI. *And be it further enacted by the Authority aforesaid*, That it shall and may be lawful to and for the Treasurer of this State, and he is hereby authorized and required to advance to the Treasurer of the said University for the Use of Columbia College a Sum not exceeding Two Thousand Five Hundred and Fifty-two Pounds, for which the said Regents shall be accountable, out of the Funds of the said Columbia College.

¹ The word "forever," is added in the original draft.

[IN BOARD OF REGENTS.]

At a Meeting of Regents in the Senate Chamber, November 30th, 1784,

PRESENT —	<i>The</i> CHANCELLOR,	<i>Mr.</i> TETAED,
	<i>The</i> TREASURER,	<i>Mr.</i> ROMAINÉ,
	<i>The</i> SECRETARY,	<i>Dr.</i> COCHRAN,
	<i>The</i> MAYOR OF NEW YORK,	<i>Dr.</i> MCKNIGHT,
	<i>Mr.</i> PROVOST,	<i>Mr.</i> LEWIS,
	<i>Dr.</i> ROGER	<i>Mr.</i> HAMILTON,
	<i>Mr.</i> GANOE	<i>Mr.</i> RUTHERFORD,
	<i>Mr.</i> SEIXA.	

Resolved, That the Secretary write a letter to Colonel Clarkson, in France, acknowledging the receipt of his of the 11th of August last enclosing a letter from Doctor Franklin to Doctor Witherspoon,¹ signifying the intention of the Regents to pursue the object of his mission no further at present, and that he should return unless subsequent to the date of his letter a more favorable prospect has presented to justify his farther continuance there.

Ordered, That Mr. Nevin be desired to inspect the roof of Columbia College, attend the Board and lay before them an Estimate of what it would cost to repair the said roof in such manner as to preserve the College from injury through the Winter, and also an Estimate of the expense of a thorough repair of the Roof at this time.

Resolved, That Mr. Provost, Mr. Romaine and Mr. Lewis be a Committee to form a regulation for the Stewardship of the said College, receive proposals from such persons as may incline to accept of that Office, and to report to the Board.

Ordered, That Dr. Rogers, Col. Hamilton and Dr. McKnight be a Committee to prepare and report a plan for a Subscription to be opened in the State for the benefit of the University, with an address to the Citizens on the Subject.

Ordered, That the Mayor, Mr. Kunze, Col. Hamilton, Mr. Livingston and Dr. Rogers be a Committee to report the plan of education for the present and the number of Officers necessary to carry it into execution.

Adjourned to Thursday Evening at 5 o'clock, to meet at the Senate Chamber.

¹ We have failed, as yet, to find a copy of this letter.

Thursday Evening, December 2d, 1784.

The Regents met at the Senate Chamber according to adjournment.

PRESENT — *The* MAYOR OF NEW YORK, *Dr.* COCHRAN,
The TREASURER, *Mr.* ROMAINÉ,
The SECRETARY, *Mr.* GROSS,
Dr. ROGERS, *Mr.* SEIXAS.
Obl. HAMILTON,

Mr. Nevin employed to repair Columbia College attended and giving account of the situation in which the roof of that Building is at present.

Ordered, That he be and he is hereby directed from time to time to inspect the said roof and make such temporary repairs as he shall think sufficient to preserve it from injury during the ensuing Winter, and that the further repairing of the roof be postponed till Spring. And also that Mr. Nevin attend to the preservation of the foundation of the said Building, and that the Secretary furnish him with a Copy of this order.

Adjourned till Tuesday Evening next, the 7th December 1784, at six o'clock.

At a meeting of the Regents in the Senate Chamber Dec. 7th, 1784.

PRESENT — *The* CHANCELLOR, *Dr.* JONES,
The SECRETARY, *Dr.* ROMINE,
The TREASURER, *Mr.* SCOTT,
Dr. LIVINGSTON, *Mr.* PROVOST,
Dr. MCKNIGHT, *Mr.* GROS,
Dr. COCHRAN, *Mr.* TETARD,
Dr. TREAT, *Mr.* RUTHERFORD,

Mr. Romine from the Committee for forming a Regulation for the Stewardship of Columbia College, Reported that they had agreed with Jonathan Baldwin to accept of the Stewardship of the said College on the following terms. That Mr. Baldwin be allowed an annual Salary of £40 to be paid him quarterly. That the Treasurer advance him immediately one quarter's Salary, for which he is to account, and that there be advanced him on loan for one year twenty pounds to enable him to purchase Kitchen Utensils.

That in addition to the Kitchen & Cellar room adjacent, he be allowed the privilege of a Chamber on the First floor, and that the Garden be enclosed for his use. That the said Steward shall give breakfast dinner and supper to such of the Students as shall apply to him for the purpose, for which he is to receive at the rate of twelve shillings per week, and Eight shillings for dinner only.

That the Treasurer reduce this agreement to writing and it be reciprocally sealed by the Chancellor and the said Steward.

That if upon trial it shall appear that the above allowance is insufficient, the Regents will make such farther compensation to the Steward as they shall judge adequate.

To which report the Regents agreed and appointed the said Steward accordingly.

Ordered, That the Treasurer advance £100 to the Steward for the purpose of purchasing fire wood for the use of the College, and that the Steward deposit the same at the College for the further disposition of the Regents.

Ordered, That the farther consideration of the appointment of a President be postponed.

Adjourned to Thursday Evening next at six o'clock.

At a Meeting of the Regents in the Senate Chamber, December 9th, 1784.

PRESENT — <i>The</i> CHANCELLOR,	<i>Mr.</i> GROSS,
<i>The</i> SECRETARY,	<i>Mr.</i> PROVOST,
<i>Col.</i> HAMILTON,	<i>Dr.</i> JONES,
<i>Dr.</i> ROGERS,	<i>Mr.</i> RUTHERFORD,
<i>Dr.</i> LIVINGSTON,	<i>Dr.</i> TREAT,
<i>Mr.</i> GANOE,	<i>Dr.</i> KUNZE

On Motion of Mr. Lewis,

Ordered, That a committee be appointed to enquire into the state of the Finances of Columbia College and report a plan of Instruction necessary to be immediately adopted the number of permanent Professors necessary therefor, and the salaries that the funds allow them, and likewise to recommend and receive proposals from such Gentlemen as may be qualified and that Mr. Duane, Dr. Kunze, Dr. Rodgers, Col. Hamilton, Dr. Livingston, Mr. Provost, Dr. Romaine and Col. Lewis be the Committee for that purpose.

Adjourned till Tuesday Evening next at 5 o'clock.

At a Meeting of the Regents in the Senate Chamber in New York, December 14th, 1784.

PRESENT — <i>The</i> CHANCELLOR,	<i>Mr.</i> GANOE,
<i>The</i> SECRETARY,	<i>Dr.</i> JONES,
<i>Col.</i> HAMILTON,	<i>Dr.</i> COOHEAN,
<i>Col.</i> LEWIS,	<i>Mr.</i> SEIXAS,
<i>Mr.</i> RUTHERFORD,	<i>Mr.</i> GROS,
<i>Dr.</i> ROGERS,	<i>The</i> SEC'Y OF STATE,
<i>Dr.</i> KUNZIE,	<i>Dr.</i> McKNIGHT.
<i>Mr.</i> PROVOST,	

The Committee appointed to enquire into the state of the finances of Columbia College and the annual income of the same, to digest a plan of Education &c. &c. by M^r Provost reported. Which report was agreed to and is in the words and figures following viz^t.

1st. That the annual Income of the Personal Estate of Columbia College may be computed to be £1000.

2nd. That they recommend the following Professorships to be established in the said College in the Faculty of Arts, viz^t.

A Professorship in Latin,
 Do in Greek,
 Do in Moral Philosophy,
 Do in Logic & Rhetoric,
 Do in Mathematics,
 Do in Geography,
 Do in Natural Philosophy & Astronomy.

3rd. That they approve of the Report made by the Committee of Medical Gentlemen in the Regency, for the Establishment of the Medical School, and therefore recommend the following Professorships in the Faculty of Medicine viz^t.

A Professorship in Chemistry.
 Do in Botany.
 Do in the Institutes of Medicine.
 Do in the Materia Medica.
 Do in Anatomy.
 Do in the Practise of Physic.
 Do in Surgery.
 Do in Midwifery.

4th. That the following Professorships be established in the faculty of law, viz^t. :

A Professorship in the law of Nature and Nations.
 Do in the Roman Civil law.
 Do in the Municipal law.

5th. That the faculty in Divinity be formed by such Professorships as may be established by the different Religious Societies within the State pursuant to the Act instituting the University.

6^{thly}. That besides the Professorship of the French Language already established, they recommend the following extra professorships to be founded in this University, viz^t. :

A Professorship in the Oriental languages.
 " in the German Do.
 " in the Low Dutch Do.
 " in Civil History.
 " in Architecture.
 " in Commerce.
 " in Agriculture.
 " in Music.
 " in Painting.

7^{thly}. That independent of the Professorships the following appointments be made—a President—a Secretary—a Librarian.

8^{thly}. That the different Professorships in the Faculty of Arts be completed as soon as possible, and that the following Salaries be annexed to each Professorship independent of the Emoluments of the Classes, viz^t.: Latin—Greek—Moral Philosophy—each £100 Per Annum—Rhetoric and Logic £50—Mathematics, Natural Philosophy and Astronomy each £200, and that the Professor of the French language already appointed be allowed £100 per annum. And that the annual Salary of the President as such be £200.

9^{thly}. That such Professors be immediately appointed as may be competent in the opinion of the Regents.

10^{thly}. That the President preside over the College and confer the Honors of the University. That the Secretary attend at the matriculation of the Students and keep the books which respect the College and the government thereof under his care. Each Student pay one dollar at his matriculation which shall go towards the support of the College Library. That the Librarian be responsible for the library and give security for the books under his care, to be subject to the directions of the Regents, and to attend at such time in the Library Room as may be thought proper.

11^{thly}. That the Professors then appointed be part of a Committee for preparing bye laws for the Government of the College.

Adjourned till Tuesday next at 6 o'clock P. M.

At a Meeting of the Regents in the Senate Chamber in New York, on Tuesday the 21 December, 1784.

PRESENT—*The* CHANCELLOR.
The SECRETARY,
 Col. HAMILTON,
 Dr. COCHRAN,
 Dr. LIVINGSTON,
 Dr. JONES,
 Mr. LEWIS,
 Dr. MCKNIGHT,

Dr. ROMINE,
Dr. KUNZIE,
Mr. GANO,
Mr. PROVOST,
Mr. GROS,
Dr. TREAT,
Mr. SEIXAS.

The Regents proceeded to the nomination of Professors of the Latin and also of the Greek Languages, when Mr. Gros was nominated as Professor of the Latin, Mr. Kunzie was nominated for the Greek and Mr. Cochran for both.

Doctor Livingston was nominated to the Professorship of Moral Philosophy, and Mr. Tetard and Mr. Moore as Professors of Rhetoric and Logic—Mr. De Wit and Mr. Cochran were also nominated for the Professorship of Mathematics and Dr. Moyes for natural Philosophy and Astronomy and Dr. Bard was nominated Professor of Chemistry.

Adjourned till Thursday Evening next, at 5 o'clock, December 28, 1784.

The Regents met according to Adjournment.

PRESENT — <i>Mr. RUTHERFORD,</i>	<i>The MAYOR OF NEW YORK,</i>
<i>Mr. LEWIS,</i>	<i>The TREASURER,</i>
<i>Mr. HAMILTON,</i>	<i>Dr. ROGERS,</i>
<i>Mr. LAURANCE,</i>	<i>Dr. KUNZIE,</i>
<i>Mr. MASON,</i>	<i>Dr. LIVINGSTON,</i>
<i>Dr. ROMAYN,</i>	<i>Mr. GROSS,</i>
<i>Dr. COCHRAN,</i>	<i>Mr. SEIXAS,</i>
<i>Dr. McKNIGHT,</i>	<i>Dr. JONES,</i>
<i>Dr. TREAT,</i>	<i>Mr. DONGAN,</i>
<i>Mr. SCOTT,</i>	<i>Mr. GANOE.</i>
<i>The CHANCELLOR,</i>	

A Motion having been made and agreed to for proceeding to the Election of Professors of the Latin and Greek Languages, it was proposed that Mr. Gros, and Dr. Kunzie, being Candidates should withdraw, which being approved they withdrew accordingly.

Whereupon the Board proceeded to Ballot and upon taking the votes it appeared that Mr. William Cochran was elected Professor of the Latin language, and he is hereby appointed accordingly.

Then the Board proceeded to the Election of Greek, and the Ballots being taken it appeared that the said Mr. Cochran was also elected a Professor of the Greek language, and he is hereby appointed accordingly. The Board proceeded no farther at this time.

Adjourned till Friday Evening at 6 o'clock P. M.

The Board met according to adjournment at the Senate Chamber in New York December 28th, 1784.

PRESENT — <i>Dr. COCHRAN,</i>	<i>The SECRETARY,</i>
<i>Dr. McKNIGHT,</i>	<i>The MAYOR OF NEW YORK,</i>
<i>Dr. JONES,</i>	<i>Dr. LIVINGSTON,</i>
<i>Dr. ROMINE,</i>	<i>Dr. ROGERS,</i>
<i>Mr. PROVOST,</i>	<i>Mr. MASON,</i>
<i>Mr. ATTORNEY GEN^l,</i>	<i>Col^l. HAMILTON,</i>
<i>Mr. LIVINGSTON,</i>	<i>Mr. RUTHERFORD,</i>
<i>Mr. SEIXAS,</i>	<i>Mr. LEWIS.</i>
<i>The CHANCELLOR,</i>	

On motion to proceed to the Election of the Professor of Moral Philosophy, Doctor Livingston signified his wish to decline the appointment as it would too much interfere with other and indispensable duties in which he is engaged, particularly his appointment as Professor of Divinity.

On Motion to proceed to the Election of the Professor of Rhetoric and Logic, the Board proceeded to ballot, and Mr. Benjamin Moore was elected and is hereby appointed accordingly.

Also Dr. Samuel Bard was elected by ballot Professor of Chemistry, and is hereby appointed accordingly.

Dr. Rodgers nominated Mr. Gros as Professor of the Oriental languages and Geography, and

Mr. Provost nominated Dr. Kunze as Professor of the Oriental Languages.

Then the Board adjourned till Thursday Evening next at 6 o'clock.

The Board met according to Adjournment in New York at the Senate Chamber, December 30th, 1784.

* * * *

PRESENT—*His Excellency* GOVERNOR CLINTON, Chancellor,
Doctor LIVINGSTON, *Dr.* RODGERS,
Doctor COCHRAN, *Mr.* PROVOST,
Mr. MASON, *Dr.* MCKNIGHT,
Dr. TREAT, *The* SECRETARY,
Dr. ROMINE, *Mr.* SEIXAS,
Mr. LESPINARD, *Mr.* ATTORNEY GENERAL,
Dr. JONES, *Colonel* HAMILTON.

Doctor Kunze was elected, by ballot, a Professor of the Oriental languages, and he is hereby appointed accordingly.

Mr Gros was nominated a Professor of the German language by Mr Provost, to which he was by ballot elected and was also elected to the Professorship of Geography, for which he had been nominated the last preceding Meeting.

To each of these Professorships he is hereby appointed accordingly.

Dr. Kissam was nominated for a Professor of the Institutes of Medicine by Dr. Romaine.

Doctor McKnight was nominated as Professor of Anatomy and Surgery by Doctor Cochran.

Doctor Crosby was nominated as Professor of Midwifery by Doctor Cochran, and,

Doctor Romine was nominated as Professor of Anatomy by Mr Benson.

Then the Board adjourned till Tuesday the 11th January next at 6 o'clock P. M.

The Board met in the Senate Chamber in New York, January 11th, 1785.

PRESENT — *His Excellency* GOVERNOR OLINTON, Chancellor,
The SECRETARY, *Mr.* RUTHERFORD,
Dr. LIVINGSTON, *Col.* HAMILTON,
Dr. ROGERS, *Mr.* GANO,
Mr. MASON, *Mr.* ROMINE,
Mr. LIVINGSTON, *Mr.* PROVOST,
Mr. GROSS, *Mr.* LEWIS.
Mr. KUNZE, *Mr.* LAWRENCE,
Dr. COCHRAN, *Mr.* COCHRAN,
Dr. SEIXAS, *Dr.* TREAT.
The MAYOR OF NEW YORK,

On Motion the Regents proceeded to the Election of a Professor of the Institutes of Medicine; to which Office Doctor Benjamin Kissam was by ballot, duly elected, and he is hereby appointed accordingly.

The Regents then proceeded to the Election of a Professor of Anatomy, to which office, Dr. Charles McKnight was by ballot, duly elected and is hereby appointed accordingly.

They then proceeded to the Election of a Professor of Surgery when the said Doctor McKnight was duly elected, and is hereby appointed accordingly.

Then Doctor Romine was by Dr Livingston nominated to the Professorship of the practise of Physic. Dr Cochran was also nominated to the same Professorship by Mr Mason, but the Doctor offering reasons for declining the appointment, they were accepted according to his request.

On Motion the Board then proceeded to the Election of a Professor of Midwifery, and Doctor Crosby being duly elected, is hereby appointed accordingly.

The Petition of Isaac Sebring a Debtor to this Corporation, praying an abatement of interest due on his Bond, now in Suit was read and the consideration thereof postponed to the next Meeting.

The Treasurer mentioning to Board that about £1500 lay in the hands of the State Treasurer subject to the order of this Board, and desired to be informed whether the same should be put out to Interest,

Ordered, That the Consideration of this Matter be postponed to a future Meeting.

Then the Board adjourned till Tuesday next at 6 o'clock in the afternoon.

The Board met at the House of John Simmons, Inn Keeper in New York the 18th day of January, 1785.

PRESENT — *The* TREASURER, *Mr.* LIVINGSTON, Vice-Chancellor, &c.,
Dr. LIVINGSTON, *Mr.* GROS,
Mr. PROVOST, *Dr.* COCHRAN,
Mr. MASON, *Mr.* LIVINGSTON,
Dr. ROGERS, *Mr.* COCHRAN.
The SECRETARY,

The Board proceeded to the Election of a Professor of the Practice of Physic, when Doctor Romain was duly elected, and is hereby appointed accordingly.

Mr. Gros then nominated Doctor Samuel Bard for a Professor of Natural Philosophy and Astronomy in Columbia College.

On Motion of Mr. Provost, Dr. Jones and the Secretary were appointed a Committee to report to the Board what in their opinion would be a proper compensation to Mr. Tetard for his Services as Professor of the French Language in the said College from the time of his appointment and also to Mr. Cochran for his services during the time he officiated as a Temporary Instructor.

The Board then took into consideration the Case of Mr. Sebring as represented in his Petition delivered in and read at the last Meeting, whereupon it was ordered that the further consideration thereof be deferred to some future Meeting.

Then the Board adjourned to meet at the said House on Wednesday the 26th Inst. at 6 o'clock in the Afternoon.

The Board met at the House of John Simmons, Inn Keeper, according to adjournment January 26th, 1785.

PRESENT — *His Excellency,* GOVERNOR CLINTON, Chancellor.
The TREASURER, *The* MAYOR OF NEW YORK,
The SECRETARY, *Dr.* LIVINGSTON,
Mr. RUTHERFORD, *Dr.* ROGERS,
Dr. MCKNIGHT, *Dr.* KUNZE,
Dr. JONES, *Mr.* PROVOST,
Dr. ROMAYN, *Mr.* MASON,
Dr. COCHRAN, *Mr.* SEIKAS,
Mr. JAY, *Mr.* YATES,
Mr. L'HOMMEDIEU, *Mr.* GROS,
Mr. CLARKSON, *Mr.* TETARD,
Mr. LEWIS, *Mr.* COCHRAN.

The Secretary presenting a letter from Doctor Moyes the same was read and is as follows, viz^t.

“Doctor Moyes presents his most respectful Compliments to the Regents of the University of the State of New York and begs

leave to return them his most sincere and grateful thanks, for the honor they have conferred upon him by their polite tender of the Philosophical Chair.

As the present state of the Doctor's Affairs prevents him from acceding to the proposition made by the Regents before the expiration of two years, he requests permission to propose the following terms, on which he will be happy to serve the University to the utmost of his power. First, that he will begin as soon as the Regents think meet, to teach a Class in Natural Philosophy on the plan now adopted by the most flourishing Universities in Europe for the annual salary of two hundred pounds sterling, and that any salary or emoluments enjoyed by his Assistant shall be considered on his side as part of that sum. Secondly, if the preceding proposition shall be found inadmissible the Doctor will accept the Chemistry and Natural History with the indulgence of two years absence, provided the University at the end of that period will allow him an annual salary of One hundred pounds Sterling."

"January 24th, 1785."

The Board taking the said letter into immediate consideration some time was spent thereon and Mr. Mayor moved for the following resolution, viz^t.

Resolved, That Dr. Moyes be informed that the state of our finances will not admit of a compliance with his first proposition contained in his letter. On which the question being put it was carried in the affirmative.

The Board then proceeding to the Election of a Professor of Natural Philosophy and Astronomy Doctor Samuel Bard was by ballot duly elected and is hereby appointed accordingly.

Doctor Romaine then moved that a Professorship of Natural History be added to the Institution, the question being put it was carried in the affirmative.

Mr. Treasurer then informed the Board that at the request of Doctor Bard he signified that Gentleman's resignation of the Professorship of Chemistry which being agreed to, Dr. Moyes was then nominated for a Professor of Natural History by Doctor Rogers, and the same Gentleman was also nominated a Professor of Chemistry by Dr. Romaine. The Board then agreeing to proceed to the Election, Doctor Moyes was by ballot duly elected a Professor of Natural History, and also a Professor of Chemistry in Columbia College, to each of which Professorships he is hereby appointed accordingly.

Mr. Mayor then moved that One hundred and eighty pounds New York Currency Per Annum be allowed to Doctor Moyes as a Salary to commence at the time of his entering on the Execution of his offices, in the said College, which was agreed to by the Board.

Ordered, That the Secretary notify Dr. Moyes of the proceedings of this Evening so far as they relate to him.

At a Meeting of the Regents of the University in the Assembly Chamber at the Exchange in the City of New York on Tuesday the 15th day of February 1785.

PRESENT — *The Hon'ble GELSTON, Esq., Speaker of the Assembly,*
Mr. DUANE, Mayor of New York,
Mr. SCOTT, Secretary of the State,
Mr. LIVINGSTON, Treasurer,
Mr. HARPUR, Secretary,
Mr. HOMPREE,
Mr. MORRIS,
Mr. PELL,
Mr. IS. LIVINGSTON,
Mr. L'HOMMEDIEU,
Mr. PROVOST,
Dr. LIVINGSTON,
Dr. ROGERS,
Mr. GROS,
Dr. KUNZE,
Mr. SEIXAS,
Mr. LEWIS,

<i>Mr. LISPENARD,</i>
<i>Mr. MCKNIGHT,</i>
<i>Dr. JONES,</i>
<i>Dr. ROMAYNE,</i>
<i>Mr. LOCKWOOD,</i>
<i>Mr. TETAED,</i>
<i>Mr. COOHRAN,</i>
<i>Mr. MOORE,</i>
<i>Dr. KISSAM,</i>
<i>Dr. CROSBY,</i>
<i>Dr. BAED.</i>

Resolved, That a Committee be appointed and directed to enquire for a fit person to fill the Offices of President, Professor of Moral Philosophy and Mathematics, in Columbia College, and to report as soon as may be; and also to consider of and report ways and means for raising a Salary for his maintenance, and that the said Committee consist of Mr. Duane, Mr. Provost, Dr. Rogers, Dr. Livingston, Mr. L'Hommedieu, Col. Hamilton and Dr. Jones.

Mr. Duane informing this Corporation that Major Edward Clarke by a Will which he executed some time before the late War bequeathed to the Governors of the College lately called Kings and now Columbia College, one thousand pounds Sterling, to be laid out for books in addition to the then College Library; that he charged his Hyde Estate, a very valuable Plantation in the Island of Jamaica, with the payment of the said legacy which he ordered to be paid within two years after his death. That he appointed several Gentlemen some residing in England and some in the said Island of Jamaica together with Goldsbrow Banyar Esquire and the said Mr. Duane to be Executors of his said Will, a duplicate whereof is in their possession. That Major Clark is since dead leaving it is supposed, but known with certainty, the said Will in full force.

Whereupon, Resolved, That the Treasurer take such measures as the Law directs for the recovery of the said Legacy and that the Seal of this Corporation be affixed to the necessary powers for that purpose.

The question being put on the said Resolution, it was carried in the affirmative.

Mr. Duane then moved for the following resolution.

Resolved, That a Committee be appointed to visit Columbia College on the first Monday in every month at Eleven o'Clock in the forenoon, in order to examine into and encourage the improvements of the Students. That the said Committee be authorized to see the By-laws formerly established for the government of the College, as far as circumstances admit, put into execution; and that they report without delay their opinion on the alterations which are proper and necessary for the better government of the said College and improvement of the Students, which was agreed to by the Board.

A Petition of the 15th Instant from Nicholas Romayne was read and is in substance as follows.

That Anthony Van Dam, Theophylacte Bache and the late George Harison were indebted to this Corporation. That a Suit by a resolution of the University, was commenced by their Treasurer against Mr. Bache and Mr. Harison, Son of the said George Harison deceased, for the recovery of the Debt and that the said Petitioner requested that the Suit be stopped on his giving a new Bond for the demand of the Regents and mortgaging sufficient real property in and near this City to secure the payment thereof with the Interest in one year after date.

Resolved, That the prayer of the said Petition be granted.

On Motion of Mr. Gros,

Resolved, That Mr. Lispenard, Mr. Lewis and Mr. Rutherford be a Committee for auditing certain accounts of repairs in Columbia College which he the said Mr. Gros, will lay before them.

The Petition of Richard Kip Jun^r Messenger to this Corporation was read and referred to Dr. Jones, Dr. Bard and Mr. Moore, who are to report thereon at the next Meeting.

A letter from Ang. V. Horn, requesting the appointment of a Committee to audit his accounts as Treasurer to the late Corporation of King's College and signifying that he thinks himself justly entitled to a certain Salary and for the term of five years next preceding the month of May last, was presented, read, and committed to Dr. Jones, Dr. Bard and Mr. Moore.

April 4th.

This day in presence of Mr. Mayor, Doctor Livingston, Dr. Rogers, and Mr. Harpur, the Candidates, Mr. James O. Duane, Mr. Peter Mosier, and Mr. Matthew Mosier, were examined for admission into the Freshman's Class in Columbia College, and being found qualified were admitted accordingly.

At a Meeting of the Regents of the University of the State of New York at the Assembly Chamber in the Exchange in the City of New York on Monday the 4th day of April 1785.

PRESENT — *His Excellency*, GOVERNOR CLINTON, Chancellor.

The SPEAKER OF THE ASSEMBLY,

The SECRETARY OF THE STATE,

The MAYOR OF NEW YORK,

The TREASURER,

The SECRETARY,

Mr. YATES,

Mr. HOMFREY,

Mr. CHRISTOPHER P. YATES,

Mr. PROVOST,

Dr. LIVINGSTON.

Dr. ROGERS,

Mr. MASON,

Mr. GEOS,

Dr. COOHRAN,

Dr. KUNZIE,

Mr. LISPENARD,

Dr. MCKNIGHT,

Dr. ROMAYNE,

Mr. RUSSELL,

Mr. WILLIAMS,

Mr. VANDERBILT,

Mr. COOHRAN,

Mr. MOORE,

Dr. KISSAM,

Dr. BARD.

The Chancellor having signified his intention to resign his Office, delivered to the Secretary the Seal of the Corporation and his resignation in writing in the words following to wit :

“I do hereby resign the place of Chancellor of the University of the State of New York. Given under my hand this 4th day of April 1785.”

GEO CLINTON.”

The Chancellor then withdrew and the Vice Chancellor being absent, the Speaker of the Assembly the next authorized by law to preside took the chair and the Chancellor's resignation was accepted.

It being read and accepted, ordered the same be entered in the Minutes of the University.

Mr. Harpur signifying to the Board that a person named Nicholas Wethershine a tenant of this Corporation, thro' him, requested leave to assign his lease of a lot of Ground, ordered that leave be given accordingly.

The Committee appointed to examine the state of the funds of Columbia College to enquire for a proper person to be appointed President and Professor of Mathematics, reported in the words following to wit

That they find in the hands of the Treasurer £952 . 0 . 0. In the hands of Mr. Cotes of London deposited by Mr. John Watts and subject to the drafts of the Treasurer of King's College £1169 . 14 . 8. That these sums managed with economy they think may be sufficient to complete the repairs of the College so far as is absolutely necessary for the preservation of the Building, to pay the salaries of the Professors, To purchase a small Philosophical Apparatus and for such other contingent expenses as may occur in the present year.

That if the College lots were let out to the best advantage they would bring in per annum about £250.

That if the Treasurer was ordered immediately to prosecute to a settlement all debts due to the Corporation, a sum not less than

£12,000 might be secured, the income of which at seven per cent will be £840.

That the rent of the Rooms over and above what will be necessary for the accommodation of the President and Professors at £80 per Annum for each Student will be £120. They therefore hope the future Income of Columbia College may be estimated at £1200 per Annum.

To secure which they recommend to the Regents to appoint a Committee immediately to let out all those lots which surround the present area of the College upon leases for 21 years, those between Chapel Street and Greenwich Street not already let upon similar leases or upon leases for lives, as may be found most advantageous, and that the said Committee shall obtain information and report to the Regents the terms upon which the Water lots can be disposed of to most advantage.

The Committee also recommend to the Regents to authorize the Treasurer to issue two hundred pounds Sterling out of the money in his hands to the Professor of Natural Philosophy for the purchase of a Philosophical Instrument, for which the said Professor is to be accountable, and to draw for the money in England, in such a way as that the Corporation in case of any obstacle to the payment, may not be exposed to damages.

That from the deranged state of, and great losses which the funds of Columbia College have sustained they do not think the Regency have it at present in their power to offer such a Salary as will be an inducement to a respectable Character to accept of the office of President, they therefore report that the present Professors in the Faculty of the Arts shall be requested to execute the office of President for one year by monthly rotation. And that Mr. John Kempe be appointed Teacher of Mathematics in Columbia College for one year with the Salary annexed to that Professorship.

That if this proposal is adopted, the salaries for which the Regency will be engaged will amount to £850 per annum exclusive of what they are engaged for to Dr. Moyes at the expiration of two years.

That they present to the Regency a plan of discipline for the Government of Columbia College and a course of studies to be gone thro' by such Students as shall be admitted to a Batchelor's Degree.

That having appointed a Teacher of Mathematics and succeeded in their application to the Professors to execute the Office of President for the ensuing year, they report that the Plan of Tuition and Discipline may be published and that proper address to the Public may be annexed explanatory of their Institution, representing the losses of Columbia College and the deranged state of its funds and requesting the aid of the Public by voluntary subscriptions to carry their plan into full execution. That proper persons in each county throughout the State be applied to and requested personally to solicit subscriptions for this purpose, and that an application be

made to the Legislature to grant them an aid by a tax on marriage licences or any other mode they may think proper.

Which report being read and considered the recommendations therein contained were agreed to and adopted by the Board, in consequence thereof. Ordered that a Committee be appointed to let out the lots which surround the present area of Columbia College, and that the said Committee consist of the Secretary, the Treasurer and Dr. Bard.

Ordered, also, that the Treasurer immediately insist upon a settlement of all accounts and demands subsisting between the University and any person whatsoever, except such accounts as may appear against Leonard Lispenard Esq^r, as a late Treasurer of King's College, in which Settlement the interest which may be due if not paid to be made principal, and the whole secured by Mortgages, on real property to be approved of by the following Committee and that the said Treasurer in case of refusal by any person to make such settlement and give such security shall commence and prosecute suits for the recovery of the monies due from the persons so refusing.

That Mr Mason, Mr Hamilton and Mr Treasurer be a Committee to settle the aforesaid accounts of the said Leonard Lispenard and to report such allowance as it shall appear to them proper to make him for his services as Treasurer to the late King's College.

Also, that the above Committee consider and report such applications as shall be made for abatements of such demands as the University may have against the persons indebted thereto, with power to the Treasurer to suspend prosecutions in such cases as shall appear to them to require such suspension until the sense of the Regency shall be known thereupon.

The Board adjourned till to-morrow Evening at 7 o'clock.

At a Meeting of the Regents at the Assembly Chamber in the Exchange in the City of New York, on Tuesday the 5th April, 1785.

PRESENT—*Mr.* SPEAKER OF THE ASSEMBLY, President.

Mr. MAYOR OF NEW YORK,

Mr. SECRETARY OF THE STATE,

Mr. TREASURER OF UNIVERSITY,

Mr. SECRETARY D^o

Mr. YATES,

Mr. CHRIST^s YATES,

Mr. GROSS,

Col. HAMILTON,

Dr. RODGERS,

Dr. COOHRAN,

Dr. KUNZE,

Dr. McKNIGHT,

Dr. ROMAYNE,

Dr. TREAT,

Mr. LISPENARD,

Dr. KISSAM,

Mr. COOHRAN,

Dr. BARD,

Mr. MOORE,

Dr. CROSBY.

The Committee appointed to see the Bye Laws of the late College of New York put into execution, as far as Circumstances would permit, &c. signified to the Board that they had considered the said laws, made such alterations therein as to them appeared necessary, and were ready to report. Which being agreed to, a sett of laws for the interior government of Columbia College were read by Paragraphs amended and agreed to, and were ordered to be recorded.

But it being suggested that those laws were somewhat imperfect as to style and composition, it was agreed by the Board that they should be delivered to the Professor of Rhetoric, which was accordingly done, and consequently could not be inserted in this place.

At a Meeting of the Regents of the University at the Assembly Chamber in the Exchange in New York, on Wednesday, the 6th day of April, 1785.

PRESENT — *The Honble* DAVID GELSTON Esq. Speaker of the Assembly,

<i>The</i> TREASURER,	<i>Dr.</i> JONES,
<i>The</i> SECRETARY,	<i>Mr.</i> GANO,
<i>Dr.</i> LIVINGSTON,	<i>Dr.</i> TREAT,
<i>Dr.</i> KUNZIE,	<i>Dr.</i> KISSAM,
<i>Mr.</i> GROS,	<i>Dr.</i> BARD,
<i>Mr.</i> HAMILTON,	<i>Mr.</i> COCHRAN.
<i>Dr.</i> McKNIGHT,	

The Committee for preparing a plan of Education for the Students of Columbia College signifying that they were ready to report, were permitted and their plan considered and agreed to by the Board.

Agreeable to the appointment of the Vice-Chancellor, the Regents met at the Assembly Chamber in the Exchange in the City of New York, on Monday the 27th day of June, 1785.

PRESENT — *Mr.* SECRETARY OF THE STATE,

<i>Mr.</i> TREASURER,	<i>Mr.</i> GROSS,
<i>Mr.</i> SECRETARY,	<i>Dr.</i> COCHRAN,
<i>Dr.</i> LIVINGSTON,	<i>Mr.</i> TETAED,
<i>Dr.</i> ROMAINE,	<i>Dr.</i> CROSBY,
<i>Mr.</i> MASON,	<i>Mr.</i> COCHRAN.

The Vice-Chancellor being absent, the Secretary of the State being the member present, first nominated in the Act, was called to the Chair and took it accordingly.

It was then moved that Mr. Mayor Duane, Mr. Treasurer Livingston and Col^l Hamilton be a Committee to inspect the Charter of the late King's College relative to the power therein granted respecting

the leasing in fee or selling lots of land or Water Lots belonging to the said College.

The Petition of John Kingsland of this City praying a Grant in fee of a Water lot was read and committed to the same Committee.

Mr. Harpur acquainting the Board how a certain Jesse Brockway having applied to several of the Members for the purchase of a lott of land in Ulster County, the property of Columbia College by Conveyance from Edward Willett to the late Governors of the said College then called King's College, bearing date the 16th February 1775, who desired that an appraisement of the said land should be made under the direction of Gen^l James Clinton which being done and returned, and Mr. Brockway having deposited with Mr. Harpur a part of the purchase money, being willing to take the said land at the appraised value. It is submitted to the Regents for their approbation.

Whereupon, Ordered, That Mr. Brockway's Case be also committed to the Committee last aforesaid.

Ordered, That the Treasurer be and he is hereby authorized and required to pay Quarterly out of the Public monies he may have in his hands the Salaries of such Officers of the Corporation as now are or hereafter may be ascertained by the Resolutions of this Board without any warrant from the Chancellor for his so doing, any former resolution to the contrary notwithstanding.

Then the Board adjourned to meet at the same place on Thursday next at 4 o'clock in the afternoon.

The Regents met pursuant to Adjournment, Thursday the 30th June 1785.

PRESENT — THE MAYOR OF NEW YORK, President,

Mr. TREASURER,

Mr. TETARD,

Mr. SECRETARY,

Mr. MOORE,

Dr. ROGERS,

Mr. COCHRAN,

Mr. MASON,

Dr. KUNZIE,

Dr. GROS,

Mr. ROMAYNE,

The Examination of the Students of Columbia College being to be held on Monday next, and that day being the Anniversary of the Independence.

Ordered, That the said Examination be postponed until the Wednesday next following thereafter.

On representation of the Mayor that application had been made to him for leave to erect a House on the North East corner of the College Ground in this City for the reception of one of the Fire Engines,

Ordered, That leave be given accordingly.

On Motion, *Resolved*, That Mr. Gros, Dr. Kunzie, Mr. Moore, Dr. Rogers and Mr. Cochran be a Committee to revise the laws of Columbia College, and to report such amendments thereon as in their opinion will be necessary.

Resolved, That it shall be the duty of the Treasurer and Secretary to cause the Seal of this Corporation to be affixed to the Letter of Attorney directed to be transmitted for the recovery of the legacy bequeathed to the College by the late Major Edward Clark, and to such leases as the Committee of this Corporation are authorized to grant of the Grounds surrounding the College.

Then the Board adjourned till Tuesday next.

Tuesday the 5th July 1785.

The number of Members met being not sufficient to proceed to business, A Notification was given to the members in this City to meet on the 11th Instant.

At a meeting of the Regents at the Assembly Chamber in the Exchange in the City of New York Monday the 11th July, 1785.

PRESENT — *The* MAYOR OF NEW YORK, President,
The SECRETARY, *Dr.* COCHRAN,
Dr. LIVINGSTON, *Dr.* KUNZIE,
Dr. ROGERS, *Dr.* BARD,
Mr. GROS, *Dr.* CROSBY,
Mr. GANO, *Mr.* COCHRAN,

The Committee to whom it was referred to consider of a proper Salary to be allowed to the Messenger of University,

Report that they conceive £18 per Annum a proper compensation to Mr. Kip the present Messenger for his past services in that station, and at the same time recommend it to the Regents to unite this office in future with that of the Porter to Columbia College and that a Salary of £25 per annum be fixed to the two offices thus united.

Resolved, That the Professors in the said College inform Mr. Kip the Messenger, that from the time of his appointment to this day he is allowed at the rate of £18 per annum and for the time to come, should he choose to continue, that this Board will allow him at the rate of £12 per annum.

That the Treasurer advance to the said Professors a sum not exceeding £10 for defraying the contingent expenses of the said College, for which they are to account.

The Committee appointed to revise &c the Laws of the said College reported that they had considered of some amendments thereto, which being submitted were read, and the said laws and amendments proposed being fully considered and agreed to,

Resolved, that the Secretary cause 1000 Copies of the said laws with the Plan of Education annexed to be printed in Octavo, and that the Treasurer defray the expense thereof.¹

At a meeting of the Regents at the Exchange in the City of New York on Monday the 29th August 1785.

PRESENT — *Mr. HARPUR*, in the Chair, *Mr. MASON*,
 Dr. LIVINGSTON, *Mr. MOORE*,
 Dr. ROGERS, *Mr. HAMILTON*,
 Dr. COCHRAN, *Mr. COCHRAN*,
 Mr. SEIXAS, *Dr. BARD*,
 Dr. KUNZIE, *Mr. DONGAN*,
 Mr. GROSS, *Dr. ———*,
 Mr. TETARD,

The Vice Chancellor being absent, and Mr. Harpur being the Member present first nominated in the Act was called to and took the Chair.

A letter from Mr. John Watts was read respecting the money in England belonging to Columbia College.

On Dr. Bard's motion,

Ordered, That a letter be written to Mr. Watts thanking him for the care and attention he has paid to the interest of the College in this instance and that Col. Hamilton and the Treasurer be a Committee for that purpose.

Also that Dr. Bard be added to the Committee of Repairs and that the said Committee take measures without delay to complete the repairs of Columbia College by contract.

That the Treasurer be ordered to draw for the money aforesaid, now in England, at such time and in such manner as he shall think most for the advantage of the Institution; so as the Bills he shall draw be payable within a period not exceeding six months from the date hereof.

That the making of the Porters Lodge comfortable be considered as a part of the repairs of the College, and that his Salary be and it is hereby fixed at twenty pounds per annum, to commence from the time of the opening of the said College in the preceding year.

Dr. Kuntz moved that the Board should take into consideration the propriety of annexing a Salary to the Professorship of Oriental Languages. On motion of Dr. Bard, the Board determined that the consideration of this question should be postponed to a future day.

¹ We have not seen a copy of this publication, but find it (or possibly a subsequent edition) mentioned in the Catalogue of the New York Historical Society, by this title and description: "The Statutes of Columbia College, in New York, 8 vo., pp. 14, and Plan of Education — broadside." We hope to be able to include a copy of this publication in our "Annals" of Columbia College.

Then the Board adjourned till Monday the 5th of September next at 6 o'clock in the afternoon to meet at the same place.

The Board of Regents met according to adjournment on Monday the 5th of September 1785, at the Exchange and removed to the House of Dr. Bard.

PRESENT — <i>Mr. TREASURER,</i>	<i>Dr. ROMAYNE,</i>
<i>Mr. SECRETARY,</i>	<i>Col. HAMILTON,</i>
<i>Dr. ROGERS,</i>	<i>Dr. BARD,</i>
<i>Mr. MASON,</i>	<i>Mr. COCHRAN,</i>
<i>Mr. JAY,</i>	

The Vice-President being absent, and Mr. Treasurer Livingston being the member present next named in the Act was called to and took the Chair.

On Motion, *Resolved*, That Col. Hamilton, the Treasurer and Dr. Bard be a Committee to adopt such measures as they may think proper for the recovery of the money in the hands of Mr. Watts in London, and to indemnify all persons concerned, and that the Secretary be authorized to annex the Seal of this Corporation to such Instruments as the Committee shall think necessary.

Resolved, That the Treasurer advance to the Committee of Repairs such sums of money from time to time as they may require for the necessary repairs of Columbia College.

Resolved, That Mr. Gros, Dr. Bard and Mr. Cochran be a Committee to superintend the Stewardship of the said College, with power to draw upon the Treasury for a sum not exceeding Twenty pounds to be applied at the discretion of the said Committee.

At a Meeting of the Regents of the University, at the Exchange in the City of New York on Tuesday the 28th of February 1786.

PRESENT — <i>Lieu^t Gov^r CORTLANDT,</i> in the Chair,	
<i>The MAYOR OF NEW YORK,</i>	<i>Mr. I. LIVINGSTON,</i>
<i>The TREASURER,</i>	<i>Mr. WISNER,</i>
<i>The SECRETARY,</i>	<i>Mr. MOORE,</i>
<i>Dr. ROGERS,</i>	<i>Dr. LIVINGSTON,</i>
<i>Mr. MASON,</i>	<i>Dr. BARD,</i>
<i>Dr. KUNZE,</i>	<i>Mr. COCHRAN,</i>
<i>Mr. GROS,</i>	<i>Mr. JAY,</i>
<i>Dr. COCHRAN,</i>	<i>Mr. LOCKWOOD,</i>
<i>Dr. JONES,</i>	<i>Mr. PROVOST,</i>
<i>Mr. L'HOMMEDIEU,</i>	<i>Mr. BEACH,</i>
<i>Dr. ROMAYNE,</i>	<i>Col^d. HAMILTON,</i>
<i>The SEC^y OF THE STATE,</i>	<i>Col^d. LEWIS,</i>
<i>His Excell^t the Gov^r.</i>	<i>Gen^l. MORRIS,</i>

A letter from Dr. Moyes dated the 21st of January last signifying his resignation of the Offices to which he was appointed by this Corporation, was read, and his resignation accepted accordingly.

A letter from Mr. Richard Grant dated at Kingston the 23rd of October last was read, and considered, and thereupon,

Ordered, That an Exemplification under the Great Seal of this State, of Letters of Attorney from this Corporation, be forwarded to the said Richard Grant, authorizing and empowering him to receive the legacy bequeathed to them by the late Major Edward Clark, as also an Exemplification of the Act of the Legislature of this State entitled "An Act for granting certain privileges to the College heretofore called King's College, for altering the name and Charter thereof, and erecting an University within this State," passed the 1st day of May 1784.

The Report of the Committee for leasing certain lots of Ground belonging to Columbia College was read, and after some debates thereon, Mr Mason moved that the farther consideration thereof be postponed, and that in the meantime, a state of the Finances of the said College together with its Expenditures and Wants be laid before the Legislature at their present Meeting; to which the Board agreeing, Mr. Mayor, Mr. Jay, Col^l. Hamilton, Mr. Harpur and Dr. Bard were accordingly appointed a Committee for that purpose.

On Motion of Dr Livingston, *Ordered*, That a Committee be appointed to consider of Ways and Means of promoting literature throughout the State, and that Dr Livingston, Dr Rogers, Mr Mason, Gen^l Schuyler, Mr Peter W. Yates, Mr Brockholst Livingston, Gen^l Morris, Mr Wisner, Mr Haring, Mr James Livingston, Mr John, Mr Dongan, Mr Clarkson, Mr Townsend, Mr L'Hommedieu, and Mr Williams be a Committee for that purpose.

Ordered, That Mr Jay, Mr Hamilton and Mr Lewis, be a Committee to enquire into the circumstances respecting the tender made by Mr Robert O. Livingston of monies due this Corporation to Mr Lisenard the late Treasurer of King's College.

It being Suggested to the Board that Mr Tetard Professor of the French Language, is reported to have become insane and incapable of performing the duties of his Office, On Motion of Mr Hamilton,

Ordered, That a Committee be appointed to enquire into and report the situation of Mr. Tetard. And that Dr Bard, Mr Cochran, Mr Moore, Mr Gros, Dr Kenzie, Dr Cochran and Dr Jones, be a Committee, for that purpose.

Mr Duane nominated Mr John Kemp as Professor of Mathematics in Columbia College.

Then the Board adjourned till Tuesday next to meet at the same place at 5 o'clock in the afternoon.

At a Meeting of the Regents at the Exchange in the City of New York, on Wednesday, the 7th day of March, 1786.

PRESENT — *His Honor the* MAYOR OF NEW YORK, in the Chair.

<i>Mr.</i> LIVINGSTON,	<i>Mr.</i> DONGAN,
<i>Mr.</i> MASON,	<i>Mr.</i> LIVINGSTON,
<i>Mr.</i> GROS,	<i>Mr.</i> LEWIS,
<i>Mr.</i> PROVOST,	<i>The</i> TREASURER,
<i>Mr.</i> PELL,	<i>The</i> SECRETARY,
<i>Mr.</i> WISNER,	<i>Mr.</i> McKNIGHT,
<i>Mr.</i> GANO,	<i>Mr.</i> CLARKSON,
<i>Mr.</i> L'HOMMEDIEU,	<i>Mr.</i> KISSAM,
<i>Mr.</i> SECRETARY OF THE STATE.	<i>Mr.</i> VANDERBILT,
<i>Mr.</i> RUSSELL,	<i>Mr.</i> COCHRAN,
<i>Mr.</i> JONES,	<i>Mr.</i> BARD,
<i>Mr.</i> SPEAKER,	<i>Mr.</i> COCHRAN,

On Motion of Mr. Lewis, seconded by Mr. Gros,

Ordered, That a Committee be appointed to revise the By-Laws, and to report such amendments as they may conceive necessary for the internal Government of Columbia College, and that Mr. Lewis, Dr. Bard, Mr. Gros, Mr. Cochran, and Gen^l. Morris or any three of them be a Committee for that purpose.

Then the Board adjourned to meet at the same place on Tuesday next at 6 o'clock in the afternoon.

At a Meeting of the Regents of the University of the State of New York at the Exchange in the City of New York on Tuesday the 14th of March 1786 at 6 o'clock P. M.

PRESENT—*The Hon^{ble}* PIERRE V. COETLAND, Esquire, *President*,

<i>Dr.</i> DUANE,	<i>Dr.</i> BEACH,
<i>Dr.</i> CLARKSON,	<i>Dr.</i> COCHRAN,
<i>Dr.</i> LIVINGSTON,	<i>Dr.</i> BARD,
<i>Dr.</i> HARPUR,	<i>Dr.</i> RUSSELL.

It being inconvenient for the Regents to proceed to business this Evening at this place, the Board adjourned to meet immediately in the Senate Chamber.

At a Meeting of the Regents in the Senate Chamber on Tuesday, the 14th March 1786 at 7 o'clock P. M.

PRESENT— *The Hon. PIERRE VAN COERTLANDT, Esquire, President.*
Mr. DUANE, *His Excellency the GOVERNOR*
Dr. ROGERS, *Col. HAMILTON,*
Dr. LIVINGSTON, *Col. CLARKSON,*
Mr. MASON, *Mr. LANSING, Speaker of the*
Mr. GROS, *Assembly,*
Mr. MORRIS, *Mr. WILLIAMS,*
Dr. COCHRAN, *Mr. PROVOST,*
Dr. MCKNIGHT, *Mr. DONGAN,*
Mr. L'HOMMEDIEU *Dr. JONES,*
Mr. LEWIS, *Mr. RUSSELL,*
Dr. KUNZIE, *Dr. BARD,*
Mr. TREASURER, *Mr. COCHRAN.*
Mr. SECRETARY,

The Committee to whom was referred the application of Robert C. Livingston, Esq. Report,

That they have enquired into the circumstances of the Tender alleged by him and find from the account given of them by Mr. Leonard Lispenard that they were as follows.

Sometime in the Spring of the year 1776 a person of the name of Van Buren called upon Mr. Lispenard and put a paper in his hand of the following purport viz^t.

"Call upon Mr. Lispenard and inform him you wait upon him for the purpose of discharging Messers. Rob't. C. and Walter Livingston's bond due to the Governors of King's College if he should refuse to take Congress money, you are then to take two witnesses with you and make him a tender of it in their presence."

Mr. Lispenard replied, that he had received directions from the Governors of King's College to be cautious in receiving Congress money and that if he the said Van Buren should call with the witnesses and the money, he the said Lispenard would refuse to receive it.

That the said Van Buren went away and did not return again; Mr. Lispenard adds that he does not know whether the said Van Buren had the money with him at the time he called or not but he offered none.

These facts are respectfully submitted to the Regecy by Alexander Hamilton.

On Motion of Mr. Lewis seconded by Mr. Clarkson,

Resolved, That under the particular circumstances stated in the foregoing report, the interest on the Bond therein mentioned be remitted from the fifteenth day of September in the year 1776 until the twentyfifth day of November in the year 1783.

On motion of Mr. Duane, *Ordered,* That the Public Exhibition of the Candidates for Degrees in Columbia College at the ensuing Commencement be in St. Paul's Church in this City.

Adjourned to meet at the Senate Chamber on Tuesday next at 6 o'clock in the afternoon.

At a Meeting of the Regents according to adjournment,

PRESENT — *His Excellency the GOVERNOR,* *Dr. COCHRAN,*
Mr. RUSSELL, *Col. HAMILTON,*
Mr. COCHRAN, *Mr. SECRETARY,*
Dr. BARD, *Mr. WILLIAMS,*
 THE SECRETARY OF THE STATE, *Mr. LEWIS,*

The Board finding it inconvenient to proceed to business at this place,

Adjourned to meet immediately in the Assembly Chamber at the Exchange.

At a Meeting of the Regents of the University of the State of New York at the Assembly Chamber in the Exchange on Tuesday the 21st of March 1786.

PRESENT — *His Honor the MAYOR OF NEW YORK, President.*
Dr. LIVINGSTON, *Mr. SECRETARY,*
Dr. ROGERS, *Col. HAMILTON,*
Mr. MASON, *Mr. RUSSELL,*
Dr. KUNZE, *Mr. WILLIAMS,*
Mr. GROS, *Dr. COCHRAN,*
Col. LEWIS, *Col. CLARKSON.*
Mr. TREASURER,

Resolved, That the Rev. Mr. Provost, Doctor Livingston, Doctor Rogers, and the Rev. Mr. Mason, together with the Professors of Columbia College or any five of them, be a committee to superintend the ensuing Commencement, who instead of a Diploma for the Degree of Batchelor of Arts, shall present each Student admissible to that degree with a Certificate under the Seal of the Corporation signed by the Secretary certifying that he is entitled to the Degree of Batchelor of Arts to be conferred as soon as a President shall be appointed for Columbia College, and that the said Committee prepare a Certificate for that purpose.

The Memorials of Jacobus Van Zandt, &c., and James Barclay were read and committed to Colonel Lewis, Col. Hamilton and Doctor Cochran.

Then the Board adjourned to meet at the same place on Tuesday next at 6 o'clock in the afternoon.

At a Meeting of the Regents of the University of the State of New York at the Assembly Chamber in the Exchange on Tuesday the 28th of March 1786.

PRESENT — *His Honor the MAYOR of New York, President.*
Dr. LIVINGSTON, *Mr. LEWIS,*
Dr. TREAT, *Mr. HARPUR,*
Mr. GROS, *Mr. RUSSELL,*
Mr. PROVOST, *Dr. BARD,*
Mr. HAMILTON, *Mr. COCHRAN.*

At a meeting of the Regents on the 4th April last it being agreed to issue £200 Sterling to the Professor of Natural Philosophy in order to purchase a Philosophical Apparatus, and Dr. Bard signifying to this Board that the said Apparatus has accordingly been purchased and received by him, moved that a Committee be appointed to audit his Account of Expenses relative thereto, and Dr. Treat, Mr. Hamilton, Mr. Harpur were accordingly appointed a Committee for that purpose.

The necessity for some instruments for the use of the mathematical Class in Columbia College being suggested,

On Motion, *Ordered*, That the Treasurer advance to Mr. Kemp a sum not exceeding 12 Guineas to purchase such instruments as are specified in a list thereof signed by his Honor the Mayor of New York and that Mr. Kemp account with the Treasurer for the expenditure of the said monies.

Dr. Bard moved, and was seconded by Mr. Harpur, that a Committee be appointed for granting the water lots belonging to Columbia College.

On Motion of Mr. Hamilton, *Resolved*, That the consideration of the foregoing Motion be postponed to the next Meeting of the Board.

Resolved, That a Committee be appointed to enquire into the present circumstances of the lands belonging to Columbia College in the North Eastern parts of this State and report ways and means to render them beneficial to the said College.

Accordingly Mr. Harpur, Mr. Hamilton and Mr. Lewis were appointed a Committee for that purpose.

On Motion of Mr. Harpur, *Resolved*, That the salary of Gasper Hart the present porter of Columbia College shall commence on the 22^d day of June 1784 that being the day on which he first took possession of the Lodge.

Then the Board adjourned to meet at the same place on Tuesday next at 6 o'clock in the afternoon.

At a Meeting of the Regents of the University of the State of New York at the Exchange the 4th of April, 1786.

PRESENT — *His Honor the MAYOR OF NEW YORK, President.*

Mr. ROGERS,

Mr. TREAT,

Mr. KISSAM,

Mr. GROS,

Mr. BARD,

Mr. MASON,

Mr. HARPUR,

Mr. HAMILTON,

Mr. SEIKAS,

Mr. PROVOST,

Mr. COCHRAN,

Mr. WILLIAMS.

On Motion of Dr. Rogers, *Resolved*, That the consideration of granting the Water lots belonging to Columbia College and the

Election of a Professor of Mathematics be postponed to the next Meeting of the Board, and that the Messenger notify the members accordingly.

Resolved, Also that DeWitt Clinton, Philip H. Livingston, George Livingston, Abraham Hun, John Bassett, Peter Stedivord, Francis Sylvester and Samuel Smith, Students of the Senior Class in Columbia College receive Certificates of their being entitled to a Bachelors Degree at the ensuing Commencement, agreeable to the resolution of the 21st March last.

Adjourned to meet on next Monday afternoon at 7 o'clock.

At a Meeting of the Regents of the University of the State of New York at the Assembly Chamber in the Exchange on Monday the 10th day of April, 1786.

PRESENT—*His Honor the MAYOR OF NEW YORK, President.*

Mr. LIVINGSTON,

Mr. ROGERS,

Mr. MASON,

Mr. GEOS,

Mr. SEIXAS,

Mr. TREASURER,

Mr. SECRETARY,

Mr. L'HOMMEDIEU,

Mr. LEWIS,

Mr. CLINTON,

Mr. DUNGAN,

Mr. PROVOST,

Mr. KUNZIE,

Mr. COCHRAN,

Mr. W. LIVINGSTON,

Mr. CLARKSON,

Mr. WILLIAMS,

Mr. BARD,

Mr. COCHRAN,

Mr. RUSSELL.

Dr. Bard having at the last Meeting of the Regency intimated his intention to resign his Office of Professor of Natural Philosophy and Astronomy in Columbia College, and at this Meeting having formally proposed the same

Mr. Harpur moved and was seconded by Mr. L'Hommedieu that Dr. Bard's resignation be accepted, as an amendment to which Mr. Lewis moved, seconded by Dr. Jones, that the consideration of Mr. Harpur's motion be postponed to the next meeting of the Board which was carried in the affirmative.

Mr. Lewis also moved that the consideration of the Election of a Professor of Mathematics be further postponed which was also agreed to.

And on Motion of Dr. Rogers,

Resolved, That a Committee be appointed consisting of the Treasurer, Mr. Lewis and the Secretary, to lay before the Board a state of the funds of Columbia College, in order to know whether they will admit of the Appointment of a Mathematical Professor as well as a Professor for the said College.

Adjourned till Monday next at 7 o'clock in the Evening.

At a Meeting of the Regents of the University of the State of New York at the Exchange on Monday the 17th of April, 1786.

PRESENT — *His Honor the MAYOR OF NEW YORK, President.*

<i>Mr. ROGERS,</i>	<i>Mr. CLARKSON,</i>
<i>Mr. COOHRAN,</i>	<i>Mr. HAMILTON,</i>
<i>Mr. MASON,</i>	<i>Mr. GROS,</i>
<i>Mr. TREASURER,</i>	<i>Mr. ROMAYNE,</i>
<i>Mr. SECRETARY,</i>	<i>Mr. COOHRAN,</i>
<i>Mr. VANDERBILT,</i>	<i>Mr. McKNIGHT.</i>

The Board taking into consideration the business of granting the Water lots belonging to Columbia College, on Motion of Dr. Rogers

Resolved, That the said lots be granted. That a Committee be appointed and instructed to grant them in fee or for a shorter time, and upon such rents and considerations as to them shall appear most advantageous to the said College, and that the Mayor, the Secretary, the Treasurer, Mr. Hamilton and Dr. Romaine, or any three of them be a Committee for that purpose.

On application in behalf of granting in fee a certain lot of land in Ulster County to Jesse Brockway,

Ordered, That the Secretary affix the Seal of the Corporation to a Conveyance in fee of the said lot of land, agreeable to the terms at which it was appointed by the direction of General James Clinton.

On Motion of the Treasurer it was agreed that Dr. Bard's resignation of the Professorship of Natural Philosophy and Astronomy should be accepted.

Then Col. Hamilton nominated Dr. Bard to the Professorship of Chemistry in Columbia College.

On Motion of the Treasurer,

Resolved, That Mr. John Kemp be, and he is hereby appointed Professor of Mathematics in the said College.

Resolved, Also that Mr. Kemp be requested to perform the duties of a Professor of Natural Philosophy until a Professor thereof be appointed and as a compensation for his extra services herein, that £50 per annum be added to his Salary as Professor of the Mathematics.

Then the Board adjourned to meet on Monday Evening next at 7 o'clock in the Assembly Room in the Exchange.

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At a Meeting of the Regents of the University of the State of New York at the Assembly Chamber in the Exchange on Monday the 24th of April 1786.

PRESENT — *His Honor the MAYOR OF NEW YORK, President,*

<i>Mr. LIVINGSTON,</i>	<i>Mr. CLARKSON,</i>
<i>Mr. ROGERS,</i>	<i>Mr. HAMILTON,</i>
<i>Mr. MASON,</i>	<i>Mr. SECRETARY,</i>
<i>Mr. COOHRAN,</i>	<i>Mr. KEMP.</i>
<i>Mr. ROMAYNE,</i>	

On Motion of Dr. Rogers, Seconded by Mr. Harpur,

Resolved, That the Rev^d. Johan Daniel Gros, Professor of Geography in Columbia College, for his past services in teaching Moral Philosophy in the said College, be allowed the sum of £50 and that he be requested to continue to perform the duties of that Office until a Professor thereof shall be appointed for which the sum of £50 per annum shall be and is hereby added to his present Salary.

Mr. Kent [Kemp] signifying his acceptance of the Natural Philosophy Class,

Resolved, That Dr. Bard the late professor of that Science be requested to deliver the Philosophical Apparatus into the hands of Mr. Kemp, and that Mr. Kemp deliver a list of the same to the Secretary of the University.

Ordered, That a Committee be appointed to visit and attend the Quarterly Examinations of Columbia College, and also to report on the propriety of the continuance of a Grammar School there, and that Dr. Rogers, Mr. Mason, Mr. Mayor, Dr. Livingston, Dr. Cochran and Mr. Clarkson, be a committee for that purpose.

Adjourned *sine die*.

At a Meeting of the Regents of the University at the Assembly Chamber in the City of New York the 31st day of January 1787, by appointment of the Vice Chancellor.

PRESENT — *The Mayor* of New York, *President*,

<i>Dr. ROGERS,</i>	<i>Mr. BACHE,</i>
<i>Dr. MASON,</i>	<i>Mr. SEIXAS,</i>
<i>The TREASURER,</i>	<i>Mr. CLARKSON,</i>
<i>The SECRETARY,</i>	<i>Dr. COCHRAN,</i>
<i>Mr. GROS,</i>	<i>Mr. KEMP,</i>
<i>Dr. ROMAINÉ,</i>	<i>Mr. COCHRAN,</i>
<i>Dr. CROSBY,</i>	<i>Mr. BARD,</i>
<i>Dr. JONES,</i>	<i>Mr. SMITH,</i>

On Motion of the Treasurer, that a committee be appointed to advise with him in putting out to interest on land security such sums of money as may from time to time be in the Treasury. It was agreed to, and Mr. Mayor, Gen^l. Clarkson and the Secretary were appointed a Committee for that purpose.

On Motion of Mr. Cochran,

Resolved, That the Committee of Repairs be empowered to procure a bell for the use of Columbia College and that the Steward be directed to purchase four Cords of wood annually, for the use of the Public rooms in the said College and that the Treasurer be and he is hereby authorized to defray the expense thereof out of the Treasury of the University.

Resolved, That a Committee be appointed to take into consideration the present state of the University and to report as soon as

possible the measures necessary to be adopted to carry into effect the views of the Legislature with respect to the same and particularly with respect to Columbia College, and that Mr. Mayor, Mr. Jay, Dr. Rogers, Dr. Mason, Dr. Livingston, Gen^l. Clarkson, Mr. Gros, and Mr. Hamilton be a Committee for that purpose.

It was then moved by Dr. Mason that as the funds of Columbia College do not at present admit of supporting a Professorship of the French language, that the said Professorship be abolished.

Ordered, That the consideration of this motion be and it is hereby postponed till the next meeting.

Then the Board adjourned to meet at the same place on Thursday the 8th of February at 6 o'clock.

At a Meeting of the Regents of the University of this State, held at the Assembly Chamber in New York on Thursday the 8th February, 1787.

PRESENT — *The* MAYOR OF NEW YORK, in the Chair.

<i>Dr.</i> ROGERS,	<i>Mr.</i> GROS,
<i>Dr.</i> MASON,	<i>Col.</i> HUMPHREY,
<i>The</i> TREASURER,	<i>Mr.</i> KEMP,
<i>The</i> SECRETARY,	<i>Mr.</i> COCHRAN,

Dr. Rogers from the Committee appointed last meeting to take into consideration the present state of the University, etc., reported that they had made some progress in the business committed to them, and requested leave to sit again, which being agreed to, the Board adjourned to Thursday next to meet again at the same place at 6 o'clock in the evening.

[IN SENATE,]

February 8, 1787.

A Petition of Samuel Buell, Nathaniel Gardiner, and David Mulford, in behalf of themselves and others, Founders of an Academy at East Hampton, in Suffolk County, was read, and committed to Mr. L'Hommedieu, Mr. Tredwell,¹ Mr. Stoutenburgh,² and Mr. Vanderbilt.

The first named petitioner, Samuel Buell, and the first and fourth named on the Committee, Mr. L'Hommedieu and Mr. Vanderbilt, were appointed Regents in 1784.

¹ Thomas Tredwell, of the Southern District.

² Isaac Stoutenburgh, of the Southern District.

[IN THE BOARD OF REGENTS.]

At a Meeting of the Regents of the University at the Assembly Chamber in the city of New York, on Thursday, the 16th day of February, 1787.

PRESENT — *The* SPEAKER OF THE ASSEMBLY, in the Chair.

<i>The</i> MAYOR OF NEW YORK,	<i>Dr.</i> COCHRAN,
<i>Dr.</i> ROGERS,	<i>Dr.</i> JONES,
<i>Dr.</i> LIVINGSTON,	<i>Dr.</i> CROSBY,
<i>Dr.</i> MASON,	<i>Dr.</i> BAIRD,
<i>Col.</i> HUMPHREY,	<i>Dr.</i> KISSAM,
<i>Dr.</i> ROMAINE,	<i>Mr.</i> WILLIAMS,
<i>The</i> TREASURER,	<i>Mr.</i> RUSSELL,
<i>The</i> SECRETARY,	<i>Mr.</i> GANO,
<i>Mr.</i> LOCKWOOD,	<i>Mr.</i> COCHRAN,
<i>Mr.</i> SMITH,	<i>Mr.</i> KEMP.

The Committee (appointed the 31st of January last) consisting of the Mayor, Mr. Jay, Dr. Rogers, Dr. Mason, Dr. Livingston, Gen^l. Clarkson, Mr. Gros, and Mr. Hamilton, to take into consideration the present state of the University, and to report as soon as possible the measures necessary to be adopted to carry into effect the views of the Legislature with respect to the same, and particularly with respect to Columbia College.

Report that they have taken the important subject committed to them under deliberate consideration and attentively examined the several acts of the Legislature, granting certain privileges to the College in the City of New York and erecting an University and beg leave with due deference to submit their sentiments thereupon to the Regents.

First. With respect to the University — It appears to your Committee that the acts by which it is constituted are defective and require amendment in the following particulars. Although in the first instance the Chancellor and Vice Chancellor of the University are eligible by the Regents, no provision is made for supplying the vacancies which may happen in either of those offices. No effectual means are appointed for the convening of the Regents. The right of adjournment is unascertained. The annual meetings prescribed by the first Act are not sufficiently definite. The presiding Regent at any meeting in the absence of the official Regents is not accurately described. These are objections in point of form evidently occasioned by the haste in which the Act must have been prepared amidst the multiplicity of business which employed the attention of the Legislature during their first Sessions after the peace. But your Committee are of opinion that to render the University beneficial according to the liberal views of the Legislature alterations will also be necessary in the substance of its constitution. At present the Regents are the only Body Corporate for literary purposes. In them are not only the funds, but the government and direction of every College are exclusively vested, while from their dispersed situ-

ation it must be out of their power to bestow all the care and attention which are peculiarly necessary for the well being and prosperity of such Institutions. Experience has already shown that Regents living remote from each other cannot with any convenience form a Board for business. The remedy adopted by the second act was to reduce the quorum to a small number, but thus placing the rights of every College in the hands of a few Individuals, your committee have reason to believe excited jealousy and dissatisfaction when the interest of literature require that all should be united. These reasons without entering into a more full discussion your committee conceive to ground their opinion that each respective College ought to be entrusted to a distinct Corporation with competent powers and privileges, under such subordination to the Regents as shall be thought wise and Salutary.

Secondly. Your Committee are of opinion that liberal protection and encouragement ought to be given to academies for the instruction of youth in the languages and useful knowledge; these academies though under the grade of Colleges are highly beneficial, but owing their establishment to private benevolences labor under disadvantages which ought to be removed, their property can only be effectually preserved and secured by vesting them in incorporated trustees. This act of justice to the benefactors and to the County Town wherein any such Institution may have taken place by fixing a permanent superintendence would greatly contribute to the Introduction of able teachers, and the preservation of the morals of the Students as well as their progress in learning. Your Committee also conceive that privileges may be granted to such academies which will render them more respectable, and be a strong excitement to emulation and diligence both in the Teachers and Scholars.

Your Committee beg leave to submit the draft of a Bill for the purposes they have suggested to the consideration of the Regents, the provision which it details so fully explains the views and sentiments of your Committee that it is needless to be more explicit in this report. But before your Committee conclude they feel themselves bound in faithfulness to add that the erecting Public Schools for teaching reading, writing and arithmetic is an object of very great importance which ought not to be left to the discretion of private men but be promoted by public authority. Of so much knowledge no citizen ought to be destitute and yet it is a reflection as true as it is painful that but too many of our youth are brought up in utter ignorance. This is a reproach under which we have long labored unmaned [?] by the example of our neighbors, who not leaving the education of their children to chance have widely diffused throughout their State a public provision for such instruction.

Your Committee are sensible that the Regents are invested with no funds of which they have the disposal but they nevertheless conceive it to be their duty to bring the subject in view before the Honorable the Legislature who alone can provide a remedy.

By order of the Committee,

JAS. DUANE, Chairman.

Resolved, That the President of this Board be requested to present to the Legislature in the name of the Regents of the University the Report of the Committee of the Regents now approved and confirmed and the Draft of the Bill accompanying the same.

Then the Board adjourned to the 22^d instant, to meet at the same place at 6 o'clock in the evening.

[IN SENATE.]

February 27, 1787.

Mr. L'Hommedieu from the Committee to whom was referred the petition of Samuel Buell, Nathaniel Gardiner and David Mulford, for the incorporation of an Academy at East Hampton, and for other purposes, reported, that in the opinion of the Committee it will be proper that a bill should be ordered to be brought in, *for erecting an University and for granting priviledges to Colleges and Academies within this State and for repealing the acts therein mentioned*, which report he read in his place and delivered the same in at the table where it was again read and agreed to by the Senate.

Thereupon, *Ordered*, That Mr. L'Hommedieu prepare and bring in a bill for that purpose.

Mr. L'Hommedieu according to order brought in the said bill which was read the first time and ordered a second reading.

* * * *

February 28, 1787.

The bill entitled, *An act for erecting an University and for granting priviledges to Colleges and Academies within this State, and for repealing the acts therein mentioned*, was read a second time and committed to a Committee of the Whole.

* * * *

March 1, 1787.

Mr. Stoutenburgh, from the Committee of the Whole, on the bill entitled *An act for erecting an University*, [etc., as above,] reported, that they had made some progress in the bill, and that he was directed to move for leave to sit again.

Ordered, That the Committee have leave to sit again.

* * * *

The same entry as the above, for March 1, appears on the Senate Journal for March 6th, 7th and 8th respectively.

[IN THE BOARD OF REGENTS.]

At a Meeting of the Regents of the University of this State held at the Assembly Chamber in the Exchange in New York on Thursday the 1st of March 1787.

PRESENT — *Mr. LIVINGSTON* in the Chair.

Mr. HARPUR,

Mr. MASON,

Mr. GROS,

Mr. JONES,

Mr. KUNZIE,

Mr. BARD,

Mr. LIVINGSTON,

Mr. KEMP,

A Petition from Jacob Moore and others tenants of the University was read, setting forth the expenses to which they are exposed in digging out Barclay Street and praying relief from the Regents as Proprietors of the ground adjacent thereto, which being considered

Ordered, That the same be committed to Dr. Bard and Mr. Harpur, and that they enquire into the matter set forth in the said Petition and report to the Board at the next meeting.

On Motion, *Resolved*, That Mr. Gros be requested to receive in future all such sums of money as are or shall become due to Columbia College from the Students thereof.

Then the Board adjourned till Thursday the 8th instant to meet at the same place at 6 o'clock P. M.

At a Meeting of the Regents of the University of the State of New York, held in the Assembly Chamber on Thursday the 8th day of March, 1787

PRESENT — *Mr. HARPUR* in the Chair.

Dr. MASON,

Dr. LIVINGSTON,

Dr. KUNZIE,

Dr. COOHEAN,

Mr. WILLIAMS,

Mr. JAY,

Mr. SMITH,

Dr. ROGERS,

Mr. KEMP,

Mr. COOHEAN,

Mr. RUSSEL,

Dr. BARD,

Dr. JONES,

Col. HAMILTON,

Mr. MAYOR.

On Motion, *Ordered*, That the Treasurer pay to the Widow of John P. Tetard deceased the balance due to him as Professor of the French language in Columbia College to the day of his decease. That the Committee of repairs report an estimate of such repairs as are necessary to the Building and fence of Columbia College.

That the Secretary affix the University Seal to the Report of the Committee of the Regency, to be presented to the Legislature.

Resolved, That a Committee of six members of the Regency be appointed to consider of the most proper means for procuring an Act of the Legislature for amending the Charter of the University, either in conformity to the bill directed to be presented by the res-

Adjourned till Thursday Evening next, at 5 o'clock, December 23, 1784.

The Regents met according to Adjournment.

PRESENT — <i>Mr. RUTHERFORD,</i>	<i>The MAYOR OF NEW YORK,</i>
<i>Mr. LEWIS,</i>	<i>The TREASURER,</i>
<i>Mr. HAMILTON,</i>	<i>Dr. ROGERS,</i>
<i>Mr. LAURANCE,</i>	<i>Dr. KUNZIE,</i>
<i>Mr. MASON,</i>	<i>Dr. LIVINGSTON,</i>
<i>Dr. ROMAYN,</i>	<i>Mr. GROSS,</i>
<i>Dr. COCHRAN,</i>	<i>Mr. SEIXAS,</i>
<i>Dr. MCKNIGHT,</i>	<i>Dr. JONES,</i>
<i>Dr. TREAT,</i>	<i>Mr. DONGAN,</i>
<i>Mr. SCOTT,</i>	<i>Mr. GANOE.</i>
<i>The CHANCELLOR,</i>	

A Motion having been made and agreed to for proceeding to the Election of Professors of the Latin and Greek Languages, it was proposed that Mr. Gros, and Dr. Kunzie, being Candidates should withdraw, which being approved they withdrew accordingly.

Whereupon the Board proceeded to Ballot and upon taking the votes it appeared that Mr. William Cochran was elected Professor of the Latin language, and he is hereby appointed accordingly.

Then the Board proceeded to the Election of Greek, and the Ballots being taken it appeared that the said Mr. Cochran was also elected a Professor of the Greek language, and he is hereby appointed accordingly. The Board proceeded no farther at this time.

Adjourned till Friday Evening at 6 o'clock P. M.

The Board met according to adjournment at the Senate Chamber in New York December 28th, 1784.

PRESENT — <i>Dr. COCHRAN,</i>	<i>The SECRETARY,</i>
<i>Dr. MCKNIGHT,</i>	<i>The MAYOR OF NEW YORK,</i>
<i>Dr. JONES,</i>	<i>Dr. LIVINGSTON,</i>
<i>Dr. ROMINE,</i>	<i>Dr. ROGERS,</i>
<i>Mr. PROVOST,</i>	<i>Mr. MASON,</i>
<i>Mr. ATTORNEY GEN^l,</i>	<i>Col^d. HAMILTON,</i>
<i>Mr. LIVINGSTON,</i>	<i>Mr. RUTHERFORD,</i>
<i>Mr. SEIXAS,</i>	<i>Mr. LEWIS.</i>
<i>The CHANCELLOR,</i>	

On motion to proceed to the Election of the Professor of Moral Philosophy, Doctor Livingston signified his wish to decline the appointment as it would too much interfere with other and indispensable duties in which he is engaged, particularly his appointment as Professor of Divinity.

On Motion to proceed to the Election of the Professor of Rhetoric and Logic, the Board proceeded to ballot, and Mr. Benjamin Moore was elected and is hereby appointed accordingly.

Also Dr. Samuel Bard was elected by ballot Professor of Chemistry, and is hereby appointed accordingly.

Dr. Rodgers nominated Mr. Gros as Professor of the Oriental languages and Geography, and

Mr. Provost nominated Dr. Kunze as Professor of the Oriental Languages.

Then the Board adjourned till Thursday Evening next at 6 o'clock.

The Board met according to Adjournment in New York at the Senate Chamber, December 30th, 1784.

* * * *

PRESENT — *His Excellency* GOVERNOR CLINTON, Chancellor,
Doctor LIVINGSTON, *Dr.* RODGERS,
Doctor COCHRAN, *Mr.* PROVOST,
Mr. MASON, *Dr.* McKNIGHT,
Dr. TREAT, *The* SECRETARY,
Dr. ROMINE, *Mr.* SEIKAS,
Mr. LESPINARD, *Mr.* ATTORNEY GENERAL,
Dr. JONES, *Colonel* HAMILTON.

Doctor Kunze was elected, by ballot, a Professor of the Oriental languages, and he is hereby appointed accordingly.

Mr Gros was nominated a Professor of the German language by Mr Provost, to which he was by ballot elected and was also elected to the Professorship of Geography, for which he had been nominated the last preceding Meeting.

To each of these Professorships he is hereby appointed accordingly.

Dr. Kissam was nominated for a Professor of the Institutes of Medicine by Dr. Romaine.

Doctor McKnight was nominated as Professor of Anatomy and Surgery by Doctor Cochran.

Doctor Crosby was nominated as Professor of Midwifery by Doctor Cochran, and,

Doctor Romine was nominated as Professor of Anatomy by Mr Benson.

Then the Board adjourned till Tuesday the 11th January next at 6 o'clock P. M.

The Board met in the Senate Chamber in New York, January 11th, 1785.

PRESENT — *His Excellency* GOVERNOR CLINTON, Chancellor,
The SECRETARY, *Mr.* RUTHERFORD,
Dr. LIVINGSTON, *Col.* HAMILTON,
Dr. ROGERS, *Mr.* GANO,
Mr. MASON, *Mr.* ROMINE,
Mr. LIVINGSTON, *Mr.* PROVOST,
Mr. GROSS, *Mr.* LEWIS.
Mr. KUNZE, *Mr.* LAWRENCE,
Dr. COCHRAN, *Mr.* COCHRAN,
Dr. SEIXAS, *Dr.* TREAT.
The MAYOR OF NEW YORK,

On Motion the Regents proceeded to the Election of a Professor of the Institutes of Medicine; to which Office Doctor Benjamin Kissam was by ballot, duly elected, and he is hereby appointed accordingly.

The Regents then proceeded to the Election of a Professor of Anatomy, to which office, Dr. Charles McKnight was by ballot, duly elected and is hereby appointed accordingly.

They then proceeded to the Election of a Professor of Surgery when the said Doctor McKnight was duly elected, and is hereby appointed accordingly.

Then Doctor Romine was by Dr Livingston nominated to the Professorship of the practise of Physic. Dr Cochran was also nominated to the same Professorship by Mr Mason, but the Doctor offering reasons for declining the appointment, they were accepted according to his request.

On Motion the Board then proceeded to the Election of a Professor of Midwifery, and Doctor Crosby being duly elected, is hereby appointed accordingly.

The Petition of Isaac Sebring a Debtor to this Corporation, praying an abatement of interest due on his Bond, now in Suit was read and the consideration thereof postponed to the next Meeting.

The Treasurer mentioning to Board that about £1500 lay in the hands of the State Treasurer subject to the order of this Board, and desired to be informed whether the same should be put out to Interest,

Ordered, That the Consideration of this Matter be postponed to a future Meeting.

Then the Board adjourned till Tuesday next at 6 o'clock in the afternoon.

The Board met at the House of John Simmons, Inn Keeper in New York the 18th day of January, 1785.

PRESENT — *The* TREASURER, *Mr.* LIVINGSTON, Vice-Chancellor, &c.,
Dr. LIVINGSTON, *Mr.* GROS,
Mr. PROVOST, *Dr.* COCHRAN,
Mr. MASON, *Mr.* LIVINGSTON,
Dr. ROGERS, *Mr.* COCHRAN.
The SECRETARY,

The Board proceeded to the Election of a Professor of the Practice of Physic, when Doctor Romain was duly elected, and is hereby appointed accordingly.

Mr. Gros then nominated Doctor Samuel Bard for a Professor of Natural Philosophy and Astronomy in Columbia College.

On Motion of Mr. Provost, Dr. Jones and the Secretary were appointed a Committee to report to the Board what in their opinion would be a proper compensation to Mr. Tetard for his Services as Professor of the French Language in the said College from the time of his appointment and also to Mr. Cochran for his services during the time he officiated as a Temporary Instructor.

The Board then took into consideration the Case of Mr. Sebring as represented in his Petition delivered in and read at the last Meeting, whereupon it was ordered that the further consideration thereof be deferred to some future Meeting.

Then the Board adjourned to meet at the said House on Wednesday the 26th Inst. at 6 o'clock in the Afternoon.

The Board met at the House of John Simmons, Inn Keeper, according to adjournment January 26th, 1785.

PRESENT — *His Excellency,* GOVERNOR CLINTON, Chancellor.
The TREASURER, *The* MAYOR OF NEW YORK,
The SECRETARY, *Dr.* LIVINGSTON,
Mr. RUTHERFORD, *Dr.* ROGERS,
Dr. McKNIGHT, *Dr.* KUNZE,
Dr. JONES, *Mr.* PROVOST,
Dr. ROMAYN, *Mr.* MASON,
Dr. COCHRAN, *Mr.* SEIXAS,
Mr. JAY, *Mr.* YATES,
Mr. L'HOMMEDIU, *Mr.* GROS,
Mr. CLARKSON, *Mr.* TETARD,
Mr. LEWIS, *Mr.* COCHRAN.

The Secretary presenting a letter from Doctor Moyes the same was read and is as follows, viz^t.

"Doctor Moyes presents his most respectful Compliments to the Regents of the University of the State of New York and begs

leave to return them his most sincere and grateful thanks, for the honor they have conferred upon him by their polite tender of the Philosophical Chair.

As the present state of the Doctor's Affairs prevents him from acceding to the proposition made by the Regents before the expiration of two years, he requests permission to propose the following terms, on which he will be happy to serve the University to the utmost of his power. First, that he will begin as soon as the Regents think meet, to teach a Class in Natural Philosophy on the plan now adopted by the most flourishing Universities in Europe for the annual salary of two hundred pounds sterling, and that any salary or emoluments enjoyed by his Assistant shall be considered on his side as part of that sum. Secondly, if the preceding proposition shall be found inadmissible the Doctor will accept the Chemistry and Natural History with the indulgence of two years absence, provided the University at the end of that period will allow him an annual salary of One hundred pounds Sterling."

"January 24th, 1785."

The Board taking the said letter into immediate consideration some time was spent thereon and Mr. Mayor moved for the following resolution, viz^t.

Resolved, That Dr. Moyes be informed that the state of our finances will not admit of a compliance with his first proposition contained in his letter. On which the question being put it was carried in the affirmative.

The Board then proceeding to the Election of a Professor of Natural Philosophy and Astronomy Doctor Samuel Bard was by ballot duly elected and is hereby appointed accordingly.

Doctor Romaine then moved that a Professorship of Natural History be added to the Institution, the question being put it was carried in the affirmative.

Mr. Treasurer then informed the Board that at the request of Doctor Bard he signified that Gentleman's resignation of the Professorship of Chemistry which being agreed to, Dr. Moyes was then nominated for a Professor of Natural History by Doctor Rogers, and the same Gentleman was also nominated a Professor of Chemistry by Dr. Romaine. The Board then agreeing to proceed to the Election, Doctor Moyes was by ballot duly elected a Professor of Natural History, and also a Professor of Chemistry in Columbia College, to each of which Professorships he is hereby appointed accordingly.

Mr. Mayor then moved that One hundred and eighty pounds New York Currency Per Annum be allowed to Doctor Moyes as a Salary to commence at the time of his entering on the Execution of his offices, in the said College, which was agreed to by the Board.

Ordered, That the Secretary notify Dr. Moyes of the proceedings of this Evening so far as they relate to him.

At a Meeting of the Regents of the University in the Assembly Chamber at the Exchange in the City of New York on Tuesday the 15th day of February 1785.

PRESENT — *The Hon'ble GELSTON, Esq., Speaker of the Assembly,*
Mr. DUANE, Mayor of New York,
Mr. SCOTT, Secretary of the State,
Mr. LIVINGSTON, Treasurer,
Mr. HARPUR, Secretary,
Mr. HOMPFREY,
Mr. MORRIS,
Mr. PELL,
Mr. IS. LIVINGSTON,
Mr. L'HOMMEDIEU,
Mr. PROVOST,
Dr. LIVINGSTON,
Dr. ROGERS,
Mr. GEOS,
Dr. KUNZE,
Mr. SEIXAS,
Mr. LEWIS,

<i>Mr. LISPENARD,</i>
<i>Mr. MCKNIGHT,</i>
<i>Dr. JONES,</i>
<i>Dr. ROMAYNE,</i>
<i>Mr. LOCKWOOD,</i>
<i>Mr. TETARD,</i>
<i>Mr. COCHRAN,</i>
<i>Mr. MOORE,</i>
<i>Dr. KISSAM,</i>
<i>Dr. CROSBY,</i>
<i>Dr. BARD.</i>

Resolved, That a Committee be appointed and directed to enquire for a fit person to fill the Offices of President, Professor of Moral Philosophy and Mathematics, in Columbia College, and to report as soon as may be; and also to consider of and report ways and means for raising a Salary for his maintenance, and that the said Committee consist of Mr. Duane, Mr. Provost, Dr. Rogers, Dr. Livingston, Mr. L'Homedieu, Col. Hamilton and Dr. Jones.

Mr. Duane informing this Corporation that Major Edward Clarke by a Will which he executed some time before the late War bequeathed to the Governors of the College lately called Kings and now Columbia College, one thousand pounds Sterling, to be laid out for books in addition to the then College Library; that he charged his Hyde Estate, a very valuable Plantation in the Island of Jamaica, with the payment of the said legacy which he ordered to be paid within two years after his death. That he appointed several Gentlemen some residing in England and some in the said Island of Jamaica together with Goldsbrow Banyar Esquire and the said Mr. Duane to be Executors of his said Will, a duplicate whereof is in their possession. That Major Clark is since dead leaving it is supposed, but known with certainty, the said Will in full force.

Whereupon, Resolved, That the Treasurer take such measures as the Law directs for the recovery of the said Legacy and that the Seal of this Corporation be affixed to the necessary powers for that purpose.

The question being put on the said Resolution, it was carried in the affirmative.

Mr. Duane then moved for the following resolution.

Resolved, That a Committee be appointed to visit Columbia College on the first Monday in every month at Eleven o'Clock in the forenoon, in order to examine into and encourage the improvements of the Students. That the said Committee be authorized to see the By-laws formerly established for the government of the College, as far as circumstances admit, put into execution; and that they report without delay their opinion on the alterations which are proper and necessary for the better government of the said College and improvement of the Students, which was agreed to by the Board.

A Petition of the 15th Instant from Nicholas Romaine was read and is in substance as follows.

That Anthony Van Dam, Theophylacte Bache and the late George Harison were indebted to this Corporation. That a Suit by a resolution of the University, was commenced by their Treasurer against Mr. Bache and Mr. Harison, Son of the said George Harison deceased, for the recovery of the Debt and that the said Petitioner requested that the Suit be stopped on his giving a new Bond for the demand of the Regents and mortgaging sufficient real property in and near this City to secure the payment thereof with the Interest in one year after date.

Resolved, That the prayer of the said Petition be granted.

On Motion of Mr. Gros,

Resolved, That Mr. Lispenard, Mr. Lewis and Mr. Rutherford be a Committee for auditing certain accounts of repairs in Columbia College which he the said Mr. Gros, will lay before them.

The Petition of Richard Kip Jun^r Messenger to this Corporation was read and referred to Dr. Jones, Dr. Bard and Mr. Moore, who are to report thereon at the next Meeting.

A letter from Aug. V. Horn, requesting the appointment of a Committee to audit his accounts as Treasurer to the late Corporation of King's College and signifying that he thinks himself justly entitled to a certain Salary and for the term of five years next preceding the month of May last, was presented, read, and committed to Dr. Jones, Dr. Bard and Mr. Moore.

April 4th.

This day in presence of Mr. Mayor, Doctor Livingston, Dr. Rogers, and Mr. Harpur, the Candidates, Mr. James C. Duane, Mr. Peter Mosier, and Mr. Matthew Mosier, were examined for admission into the Freshman's Class in Columbia College, and being found qualified were admitted accordingly.

At a Meeting of the Regents of the University of the State of New York at the Assembly Chamber in the Exchange in the City of New York on Monday the 4th day of April 1785.

PRESENT — *His Excellency*, GOVERNOR CLINTON, Chancellor.

The SPEAKER OF THE ASSEMBLY,

The SECRETARY OF THE STATE,

The MAYOR OF NEW YORK,

The TREASURER,

The SECRETARY,

Mr. YATES,

Mr. HOMFREY,

Mr. CHRISTOPHER P. YATES,

Mr. PROVOST,

Dr. LIVINGSTON.

Dr. ROGERS,

Mr. MASON,

Mr. GROS,

Dr. COCHRAN,

Dr. KUNZIE,

Mr. LISPENARD,

Dr. MCKNIGHT,

Dr. ROMAYNE,

Mr. RUSSELL,

Mr. WILLIAMS,

Mr. VANDERBILT,

Mr. COCHRAN,

Mr. MOORE,

Dr. KISSAM,

Dr. BARD.

The Chancellor having signified his intention to resign his Office, delivered to the Secretary the Seal of the Corporation and his resignation in writing in the words following to wit :

“I do hereby resign the place of Chancellor of the University
“of the State of New York. Given under my hand this 4th day
“of April 1785.”

GEO CLINTON.”

The Chancellor then withdrew and the Vice Chancellor being absent, the Speaker of the Assembly the next authorized by law to preside took the chair and the Chancellor's resignation was accepted.

It being read and accepted, ordered the same be entered in the Minutes of the University.

Mr. Harpur signifying to the Board that a person named Nicholas Wethershine a tenant of this Corporation, thro' him, requested leave to assign his lease of a lot of Ground, ordered that leave be given accordingly.

The Committee appointed to examine the state of the funds of Columbia College to enquire for a proper person to be appointed President and Professor of Mathematics, reported in the words following to wit

That they find in the hands of the Treasurer £952 . 0 . 0. In the hands of Mr. Cotes of London deposited by Mr. John Watts and subject to the drafts of the Treasurer of King's College £1169 . 14 . 8. That these sums managed with economy they think may be sufficient to complete the repairs of the College so far as is absolutely necessary for the preservation of the Building, to pay the salaries of the Professors, To purchase a small Philosophical Apparatus and for such other contingent expenses as may occur in the present year.

That if the College lots were let out to the best advantage they would bring in per annum about £250.

That if the Treasurer was ordered immediately to prosecute to a settlement all debts due to the Corporation, a sum not less than

£12,000 might be secured, the income of which at seven per cent will be £840.

That the rent of the Rooms over and above what will be necessary for the accommodation of the President and Professors at £80 per Annum for each Student will be £120. They therefore hope the future Income of Columbia College may be estimated at £1200 per Annum.

To secure which they recommend to the Regents to appoint a Committee immediately to let out all those lots which surround the present area of the College upon leases for 21 years, those between Chapel Street and Greenwich Street not already let upon similar leases or upon leases for lives, as may be found most advantageous, and that the said Committee shall obtain information and report to the Regents the terms upon which the Water lots can be disposed of to most advantage.

The Committee also recommend to the Regents to authorize the Treasurer to issue two hundred pounds Sterling out of the money in his hands to the Professor of Natural Philosophy for the purchase of a Philosophical Instrument, for which the said Professor is to be accountable, and to draw for the money in England, in such a way as that the Corporation in case of any obstacle to the payment, may not be exposed to damages.

That from the deranged state of, and great losses which the funds of Columbia College have sustained they do not think the Regency have it at present in their power to offer such a Salary as will be an inducement to a respectable Character to accept of the office of President, they therefore report that the present Professors in the Faculty of the Arts shall be requested to execute the office of President for one year by monthly rotation. And that Mr. John Kempe be appointed Teacher of Mathematics in Columbia College for one year with the Salary annexed to that Professorship.

That if this proposal is adopted, the salaries for which the Regency will be engaged will amount to £850 per annum exclusive of what they are engaged for to Dr. Moyes at the expiration of two years.

That they present to the Regency a plan of discipline for the Government of Columbia College and a course of studies to be gone thro' by such Students as shall be admitted to a Batchelor's Degree.

That having appointed a Teacher of Mathematics and succeeded in their application to the Professors to execute the Office of President for the ensuing year, they report that the Plan of Tuition and Discipline may be published and that proper address to the Public may be annexed explanatory of their Institution, representing the losses of Columbia College and the deranged state of its funds and requesting the aid of the Public by voluntary subscriptions to carry their plan into full execution. That proper persons in each county throughout the State be applied to and requested personally to solicit subscriptions for this purpose, and that an application be

made to the Legislature to grant them an aid by a tax on marriage licences or any other mode they may think proper.

Which report being read and considered the recommendations therein contained were agreed to and adopted by the Board, in consequence thereof. Ordered that a Committee be appointed to let out the lots which surround the present area of Columbia College, and that the said Committee consist of the Secretary, the Treasurer and Dr. Bard.

Ordered, also, that the Treasurer immediately insist upon a settlement of all accounts and demands subsisting between the University and any person whatsoever, except such accounts as may appear against Leonard Lisenard Esq^r, as a late Treasurer of King's College, in which Settlement the interest which may be due if not paid to be made principal, and the whole secured by Mortgages, on real property to be approved of by the following Committee and that the said Treasurer in case of refusal by any person to make such settlement and give such security shall commence and prosecute suits for the recovery of the monies due from the persons so refusing.

That Mr Mason, Mr Hamilton and Mr Treasurer be a Committee to settle the aforesaid accounts of the said Leonard Lisenard and to report such allowance as it shall appear to them proper to make him for his services as Treasurer to the late King's College.

Also, that the above Committee consider and report such applications as shall be made for abatements of such demands as the University may have against the persons indebted thereto, with power to the Treasurer to suspend prosecutions in such cases as shall appear to them to require such suspension until the sense of the Regency shall be known thereupon.

The Board adjourned till to-morrow Evening at 7 o'clock.

At a Meeting of the Regents at the Assembly Chamber in the Exchange in the City of New York, on Tuesday the 5th April, 1785.

PRESENT — *Mr. SPEAKER OF THE ASSEMBLY*, President.

Mr. MAYOR OF NEW YORK,

Mr. SECRETARY OF THE STATE,

Mr. TREASURER OF UNIVERSITY,

Mr. SECRETARY D^o

Mr. YATES,

Mr. CHRIST^a YATES,

Mr. GROSS,

Col^l. HAMILTON,

Dr. RODGERS,

Dr. COCHRAN,

Dr. KUNZE,

Dr. McKNIGHT,

Dr. ROMAYNE,

Dr. TREAT,

Mr. LISPENARD,

Dr. KISSAM,

Mr. COCHRAN,

Dr. BARD,

Mr. MOORE,

Dr. CROSBY.

The Committee appointed to see the Bye Laws of the late College of New York put into execution, as far as Circumstances would permit, &c. signified to the Board that they had considered the said laws, made such alterations therein as to them appeared necessary, and were ready to report. Which being agreed to, a sett of laws for the interior government of Columbia College were read by Paragraphs amended and agreed to, and were ordered to be recorded.

But it being suggested that those laws were somewhat imperfect as to style and composition, it was agreed by the Board that they should be delivered to the Professor of Rhetoric, which was accordingly done, and consequently could not be inserted in this place.

At a Meeting of the Regents of the University at the Assembly Chamber in the Exchange in New York, on Wednesday, the 6th day of April, 1785.

PRESENT — *The Honble* DAVID GELSTON Esq. Speaker of the Assembly,

<i>The</i> TREASURER,	<i>Dr.</i> JONES,
<i>The</i> SECRETARY,	<i>Mr.</i> GANO,
<i>Dr.</i> LIVINGSTON,	<i>Dr.</i> TREAT,
<i>Dr.</i> KUNZIE,	<i>Dr.</i> KISSAM,
<i>Mr.</i> GROS,	<i>Dr.</i> BARD,
<i>Mr.</i> HAMILTON,	<i>Mr.</i> COOHRAN.
<i>Dr.</i> McKNIGHT,	

The Committee for preparing a plan of Education for the Students of Columbia College signifying that they were ready to report, were permitted and their plan considered and agreed to by the Board.

Agreeable to the appointment of the Vice-Chancellor, the Regents met at the Assembly Chamber in the Exchange in the City of New York, on Monday the 27th day of June, 1785.

PRESENT — *Mr.* SECRETARY OF THE STATE,

<i>Mr.</i> TREASURER,	<i>Mr.</i> GROSS,
<i>Mr.</i> SECRETARY,	<i>Dr.</i> COOHRAN,
<i>Dr.</i> LIVINGSTON,	<i>Mr.</i> TETARD,
<i>Dr.</i> ROMAINE,	<i>Dr.</i> CROSBY,
<i>Mr.</i> MASON,	<i>Mr.</i> COOHRAN.

The Vice-Chancellor being absent, the Secretary of the State being the member present, first nominated in the Act, was called to the Chair and took it accordingly.

It was then moved that Mr. Mayor Duane, Mr. Treasurer Livingston and Col^d Hamilton be a Committee to inspect the Charter of the late King's College relative to the power therein granted respecting

the leasing in fee or selling lots of land or Water Lots belonging to the said College.

The Petition of John Kingsland of this City praying a Grant in fee of a Water lot was read and committed to the same Committee.

Mr. Harpur acquainting the Board how a certain Jesse Brockway having applied to several of the Members for the purchase of a lott of land in Ulster County, the property of Columbia College by Conveyance from Edward Willett to the late Governors of the said College then called King's College, bearing date the 16th February 1775, who desired that an appraisement of the said land should be made under the direction of Gen^l James Clinton which being done and returned, and Mr. Brockway having deposited with Mr. Harpur a part of the purchase money, being willing to take the said land at the appraised value. It is submitted to the Regents for their approbation.

Whereupon, Ordered, That Mr. Brockway's Case be also committed to the Committee last aforesaid.

Ordered, That the Treasurer be and he is hereby authorized and required to pay Quarterly out of the Public monies he may have in his hands the Salaries of such Officers of the Corporation as now are or hereafter may be ascertained by the Resolutions of this Board without any warrant from the Chancellor for his so doing, any former resolution to the contrary notwithstanding.

Then the Board adjourned to meet at the same place on Thursday next at 4 o'clock in the afternoon.

The Regents met pursuant to Adjournment, Thursday the 30th June 1785.

PRESENT — THE MAYOR OF NEW YORK, President,

Mr. TREASURER,

Mr. SECRETARY,

Dr. ROGERS,

Mr. MASON,

Dr. GROS,

Mr. TETARD,

Mr. MOORE,

Mr. COCHRAN,

Dr. KUNZIE,

Mr. ROMAYNE,

The Examination of the Students of Columbia College being to be held on Monday next, and that day being the Anniversary of the Independence.

Ordered, That the said Examination be postponed until the Wednesday next following thereafter.

On representation of the Mayor that application had been made to him for leave to erect a House on the North East corner of the College Ground in this City for the reception of one of the Fire Engines,

Ordered, That leave be given accordingly.

On Motion, *Resolved*, That Mr. Gros, Dr. Kunzie, Mr. Moore, Dr. Rogers and Mr. Cochran be a Committee to revise the laws of Columbia College, and to report such amendments thereon as in their opinion will be necessary.

Resolved, That it shall be the duty of the Treasurer and Secretary to cause the Seal of this Corporation to be affixed to the Letter of Attorney directed to be transmitted for the recovery of the legacy bequeathed to the College by the late Major Edward Clark, and to such leases as the Committee of this Corporation are authorized to grant of the Grounds surrounding the College.

Then the Board adjourned till Tuesday next.

Tuesday the 5th July 1785.

The number of Members met being not sufficient to proceed to business, A Notification was given to the members in this City to meet on the 11th Instant.

At a meeting of the Regents at the Assembly Chamber in the Exchange in the City of New York Monday the 11th July, 1785.

PRESENT— *The* MAYOR OF NEW YORK, President,
The SECRETARY, *Dr.* COOHRAN,
Dr. LIVINGSTON, *Dr.* KUNZIE,
Dr. ROGERS, *Dr.* BARD,
Mr. GROS, *Dr.* CROSBY,
Mr. GANO, *Mr.* COOHRAN,

The Committee to whom it was referred to consider of a proper Salary to be allowed to the Messenger of University,

Report that they conceive £18 per Annum a proper compensation to Mr. Kip the present Messenger for his past services in that station, and at the same time recommend it to the Regents to unite this office in future with that of the Porter to Columbia College and that a Salary of £25 per annum be fixed to the two offices thus united.

Resolved, That the Professors in the said College inform Mr. Kip the Messenger, that from the time of his appointment to this day he is allowed at the rate of £18 per annum and for the time to come, should he choose to continue, that this Board will allow him at the rate of £12 per annum.

That the Treasurer advance to the said Professors a sum not exceeding £10 for defraying the contingent expenses of the said College, for which they are to account.

The Committee appointed to revise &c the Laws of the said College reported that they had considered of some amendments thereto, which being submitted were read, and the said laws and amendments proposed being fully considered and agreed to,

Resolved, that the Secretary cause 1000 Copies of the said laws with the Plan of Education annexed to be printed in Octavo, and that the Treasurer defray the expense thereof.¹

At a meeting of the Regents at the Exchange in the City of New York on Monday the 29th August 1785.

PRESENT — *Mr. HARPUR*, in the Chair, *Mr. MASON*,
 Dr. LIVINGSTON, *Mr. MOORE*,
 Dr. ROGERS, *Mr. HAMILTON*,
 Dr. COCHRAN, *Mr. COCHRAN*,
 Mr. SEIXAS, *Dr. BARD*,
 Dr. KUNZIE, *Mr. DONGAN*,
 Mr. GROSS, *Dr. ———*
 Mr. TETARD,

The Vice Chancellor being absent, and Mr. Harpur being the Member present first nominated in the Act was called to and took the Chair.

A letter from Mr. John Watts was read respecting the money in England belonging to Columbia College.

On Dr. Bard's motion,

Ordered, That a letter be written to Mr. Watts thanking him for the care and attention he has paid to the interest of the College in this instance and that Col. Hamilton and the Treasurer be a Committee for that purpose.

Also that Dr. Bard be added to the Committee of Repairs and that the said Committee take measures without delay to complete the repairs of Columbia College by contract.

That the Treasurer be ordered to draw for the money aforesaid, now in England, at such time and in such manner as he shall think most for the advantage of the Institution; so as the Bills he shall draw be payable within a period not exceeding six months from the date hereof.

That the making of the Porters Lodge comfortable be considered as a part of the repairs of the College, and that his Salary be and it is hereby fixed at twenty pounds per annum, to commence from the time of the opening of the said College in the preceding year.

Dr. Kuntz moved that the Board should take into consideration the propriety of annexing a Salary to the Professorship of Oriental Languages. On motion of Dr. Bard, the Board determined that the consideration of this question should be postponed to a future day.

¹ We have not seen a copy of this publication, but find it (or possibly a subsequent edition) mentioned in the Catalogue of the New York Historical Society, by this title and description: "The Statutes of Columbia College, in New York, 8 vo., pp. 14, and Plan of Education — broadside." We hope to be able to include a copy of this publication in our "Annals" of Columbia College.

Then the Board adjourned till Monday the 5th of September next at 6 o'clock in the afternoon to meet at the same place.

The Board of Regents met according to adjournment on Monday the 5th of September 1785, at the Exchange and removed to the House of Dr. Bard.

PRESENT — <i>Mr. TREASURER,</i>	<i>Dr. ROMAYNE,</i>
<i>Mr. SECRETARY,</i>	<i>Col. HAMILTON,</i>
<i>Dr. ROGERS,</i>	<i>Dr. BARD,</i>
<i>Mr. MASON,</i>	<i>Mr. COCHRAN,</i>
<i>Mr. JAY,</i>	

The Vice-President being absent, and Mr. Treasurer Livingston being the member present next named in the Act was called to and took the Chair.

On Motion, *Resolved*, That Col. Hamilton, the Treasurer and Dr. Bard be a Committee to adopt such measures as they may think proper for the recovery of the money in the hands of Mr. Watts in London, and to indemnify all persons concerned, and that the Secretary be authorized to annex the Seal of this Corporation to such Instruments as the Committee shall think necessary.

Resolved, That the Treasurer advance to the Committee of Repairs such sums of money from time to time as they may require for the necessary repairs of Columbia College.

Resolved, That Mr. Gros, Dr. Bard and Mr. Cochran be a Committee to superintend the Stewardship of the said College, with power to draw upon the Treasury for a sum not exceeding Twenty pounds to be applied at the discretion of the said Committee.

At a Meeting of the Regents of the University, at the Exchange in the City of New York on Tuesday the 28th of February 1786.

PRESENT — <i>Lieu^t Gov^r CORTLANDT,</i> in the Chair,	
<i>The MAYOR OF NEW YORK,</i>	<i>Mr. I. LIVINGSTON,</i>
<i>The TREASURER,</i>	<i>Mr. WISNER,</i>
<i>The SECRETARY,</i>	<i>Mr. MOORE,</i>
<i>Dr. ROGERS,</i>	<i>Dr. LIVINGSTON,</i>
<i>Mr. MASON,</i>	<i>Dr. BARD,</i>
<i>Dr. KUNZE,</i>	<i>Mr. COCHRAN,</i>
<i>Mr. GROS,</i>	<i>Mr. JAY,</i>
<i>Dr. COCHRAN,</i>	<i>Mr. LOCKWOOD,</i>
<i>Dr. JONES,</i>	<i>Mr. PROVOST,</i>
<i>Mr. L'HOMMEDIEU,</i>	<i>Mr. BEACH,</i>
<i>Dr. ROMAYNE,</i>	<i>Col^d. HAMILTON,</i>
<i>The SEC^y OF THE STATE,</i>	<i>Col^d. LEWIS,</i>
<i>His Excell^y the Gov^r.</i>	<i>Gen^l. MORRIS,</i>

A letter from Dr. Moyes dated the 21st of January last signifying his resignation of the Offices to which he was appointed by this Corporation, was read, and his resignation accepted accordingly.

A letter from Mr. Richard Grant dated at Kingston the 23rd of October last was read, and considered, and thereupon,

Ordered, That an Exemplification under the Great Seal of this State, of Letters of Attorney from this Corporation, be forwarded to the said Richard Grant, authorizing and empowering him to receive the legacy bequeathed to them by the late Major Edward Clark, as also an Exemplification of the Act of the Legislature of this State entitled "An Act for granting certain privileges to the College heretofore called King's College, for altering the name and Charter thereof, and erecting an University within this State," passed the 1st day of May 1784.

The Report of the Committee for leasing certain lots of Ground belonging to Columbia College was read, and after some debates thereon, Mr Mason moved that the farther consideration thereof be postponed, and that in the meantime, a state of the Finances of the said College together with its Expenditures and Wants be laid before the Legislature at their present Meeting; to which the Board agreeing, Mr. Mayor, Mr. Jay, Col^l. Hamilton, Mr. Harpur and Dr. Bard were accordingly appointed a Committee for that purpose.

On Motion of D^r Livingston, *Ordered*, That a Committee be appointed to consider of Ways and Means of promoting literature throughout the State, and that D^r Livingston, D^r Rogers, M^r Mason, Gen^l Schnyler, M^r Peter W. Yates, M^r Brockholst Livingston, Gen^l Morris, M^r Wisner, M^r Haring, M^r James Livingston, M^r John, M^r Dongan, M^r Clarkson, M^r Townsend, M^r L'Hommedieu, and M^r Williams be a Committee for that purpose.

Ordered, That M^r Jay, M^r Hamilton and M^r Lewis, be a Committee to enquire into the circumstances respecting the tender made by M^r Robert O. Livingston of monies due this Corporation to M^r Lispernard the late Treasurer of King's College.

It being Suggested to the Board that M^r Tetard Professor of the French Language, is reported to have become insane and incapable of performing the duties of his Office, On Motion of M^r Hamilton,

Ordered, That a Committee be appointed to enquire into and report the situation of Mr. Tetard. And that D^r Bard, M^r Cochran, M^r Moore, M^r Gros, D^r Kenzie, D^r Cochran and D^r Jones, be a Committee, for that purpose.

M^r Duane nominated M^r John Kemp as Professor of Mathematics in Columbia College.

Then the Board adjourned till Tuesday next to meet at the same place at 5 o'clock in the afternoon.

At a Meeting of the Regents at the Exchange in the City of New York, on Wednesday, the 7th day of March, 1786.

PRESENT — *His Honor the* MAYOR OF NEW YORK, in the Chair.

<i>Mr. LIVINGSTON,</i>	<i>Mr. DONGAN,</i>
<i>Mr. MASON,</i>	<i>Mr. LIVINGSTON,</i>
<i>Mr. GROS,</i>	<i>Mr. LEWIS,</i>
<i>Mr. PROVOST,</i>	<i>The TREASURER,</i>
<i>Mr. PELL,</i>	<i>The SECRETARY,</i>
<i>Mr. WISNER,</i>	<i>Mr. MCKNIGHT,</i>
<i>Mr. GANO,</i>	<i>Mr. CLARKSON,</i>
<i>Mr. L'HOMMEDIEU,</i>	<i>Mr. KISSAM,</i>
<i>Mr. SECRETARY OF THE STATE.</i>	<i>Mr. VANDERBILT,</i>
<i>Mr. RUSSELL,</i>	<i>Mr. COCHRAN,</i>
<i>Mr. JONES,</i>	<i>Mr. BARD,</i>
<i>Mr. SPEAKER,</i>	<i>Mr. COCHRAN,</i>

On Motion of Mr. Lewis, seconded by Mr. Gros,

Ordered, That a Committee be appointed to revise the By-Laws, and to report such amendments as they may conceive necessary for the internal Government of Columbia College, and that Mr. Lewis, Dr. Bard, Mr. Gros, Mr. Cochran, and Gen^l. Morris or any three of them be a Committee for that purpose.

Then the Board adjourned to meet at the same place on Tuesday next at 6 o'clock in the afternoon.

At a Meeting of the Regents of the University of the State of New York at the Exchange in the City of New York on Tuesday the 14th of March 1786 at 6 o'clock P. M.

PRESENT—*The Hon^{ble} PIERRE V. CORTLAND,* Esquire, *President,*

<i>Dr. DUANE,</i>	<i>Dr. BEACH,</i>
<i>Dr. CLARKSON,</i>	<i>Dr. COCHRAN,</i>
<i>Dr. LIVINGSTON,</i>	<i>Dr. BARD,</i>
<i>Dr. HARPUR,</i>	<i>Dr. RUSSELL.</i>

It being inconvenient for the Regents to proceed to business this Evening at this place, the Board adjourned to meet immediately in the Senate Chamber.

At a Meeting of the Regents in the Senate Chamber on Tuesday, the 14th March 1786 at 7 o'clock P. M.

PRESENT— *The Hon. PIERRE VAN COETLANDT, Esquire, President.*
Mr. DUANE, *His Excellency the GOVERNOR*
Dr. ROGERS, *Col. HAMILTON,*
Dr. LIVINGSTON, *Col. CLARKSON,*
Mr. MASON, *Mr. LANSING, Speaker of the*
Mr. GROS, *Assembly,*
Mr. MORRIS, *Mr. WILLIAMS,*
Dr. COCHRAN, *Mr. PROVOOST,*
Dr. MCKNIGHT, *Mr. DONGAN,*
Mr. L'HOMMEDIEU, *Dr. JONES,*
Mr. LEWIS, *Mr. RUSSELL,*
Dr. KUNZIE, *Dr. BARD,*
Mr. TREASURER, *Mr. COCHRAN.*
Mr. SECRETARY,

The Committee to whom was referred the application of Robert C. Livingston, Esq. Report,

That they have enquired into the circumstances of the Tender alleged by him and find from the account given of them by Mr. Leonard Lispenard that they were as follows.

Sometime in the Spring of the year 1776 a person of the name of Van Buren called upon Mr. Lispenard and put a paper in his hand of the following purport viz^t.

"Call upon Mr. Lispenard and inform him you wait upon him for the purpose of discharging Messers. Rob't. C. and Walter Livingston's bond due to the Governors of King's College if he should refuse to take Congress money, you are then to take two witnesses with you and make him a tender of it in their presence."

Mr. Lispenard replied, that he had received directions from the Governors of King's College to be cautious in receiving Congress money and that if he the said Van Buren should call with the witnesses and the money, he the said Lispenard would refuse to receive it.

That the said Van Buren went away and did not return again; Mr. Lispenard adds that he does not know whether the said Van Buren had the money with him at the time he called or not but he offered none.

These facts are respectfully submitted to the Regecy by Alexander Hamilton.

On Motion of Mr. Lewis seconded by Mr. Clarkson,

Resolved, That under the particular circumstances stated in the foregoing report, the interest on the Bond therein mentioned be remitted from the fifteenth day of September in the year 1776 until the twentyfifth day of November in the year 1783.

On motion of Mr. Duane, *Ordered*, That the Public Exhibition of the Candidates for Degrees in Columbia College at the ensuing Commencement be in St. Paul's Church in this City.

Adjourned to meet at the Senate Chamber on Tuesday next at 6 o'clock in the afternoon.

At a Meeting of the Regents according to adjournment,

PRESENT — *His Excellency the GOVERNOR,* *Dr. COCHRAN,*
Mr. RUSSELL, *Col. HAMILTON,*
Mr. COCHRAN, *Mr. SECRETARY,*
Dr. BARD, *Mr. WILLIAMS,*
 THE SECRETARY OF THE STATE, *Mr. LEWIS,*

The Board finding it inconvenient to proceed to business at this place,

Adjourned to meet immediately in the Assembly Chamber at the Exchange.

At a Meeting of the Regents of the University of the State of New York at the Assembly Chamber in the Exchange on Tuesday the 21st of March 1786.

PRESENT — *His Honor the MAYOR OF NEW YORK, President.*
Dr. LIVINGSTON, *Mr. SECRETARY,*
Dr. ROGERS, *Col. HAMILTON,*
Mr. MASON, *Mr. RUSSELL,*
Dr. KUNZE, *Mr. WILLIAMS,*
Mr. GROS, *Dr. COCHRAN,*
Col. LEWIS, *Col. CLARKSON.*
Mr. TREASURER,

Resolved, That the Rev. Mr. Provost, Doctor Livingston, Doctor Rogers, and the Rev. Mr. Mason, together with the Professors of Columbia College or any five of them, be a committee to superintend the ensuing Commencement, who instead of a Diploma for the Degree of Batchelor of Arts, shall present each Student admissible to that degree with a Certificate under the Seal of the Corporation signed by the Secretary certifying that he is entitled to the Degree of Batchelor of Arts to be conferred as soon as a President shall be appointed for Columbia College, and that the said Committee prepare a Certificate for that purpose.

The Memorials of Jacobus Van Zandt, &c., and James Barclay were read and committed to Colonel Lewis, Col. Hamilton and Doctor Cochran.

Then the Board adjourned to meet at the same place on Tuesday next at 6 o'clock in the afternoon.

At a Meeting of the Regents of the University of the State of New York at the Assembly Chamber in the Exchange on Tuesday the 28th of March 1786.

PRESENT — *His Honor the MAYOR of New York, President.*
Dr. LIVINGSTON, *Mr. LEWIS,*
Dr. TREAT, *Mr. HARPUR,*
Mr. GROS, *Mr. RUSSELL,*
Mr. PROVOST, *Dr. BARD,*
Mr. HAMILTON, *Mr. COCHRAN.*

At a meeting of the Regents on the 4th April last it being agreed to issue £200 Sterling to the Professor of Natural Philosophy in order to purchase a Philosophical Apparatus, and Dr. Bard signifying to this Board that the said Apparatus has accordingly been purchased and received by him, moved that a Committee be appointed to audit his Account of Expenses relative thereto, and Dr. Treat, Mr. Hamilton, Mr. Harpur were accordingly appointed a Committee for that purpose.

The necessity for some instruments for the use of the mathematical Class in Columbia College being suggested,

On Motion, *Ordered*, That the Treasurer advance to Mr. Kemp a sum not exceeding 12 Guineas to purchase such instruments as are specified in a list thereof signed by his Honor the Mayor of New York and that Mr. Kemp account with the Treasurer for the expenditure of the said monies.

Dr. Bard moved, and was seconded by Mr. Harpur, that a Committee be appointed for granting the water lots belonging to Columbia College.

On Motion of Mr. Hamilton, *Resolved*, That the consideration of the foregoing Motion be postponed to the next Meeting of the Board.

Resolved, That a Committee be appointed to enquire into the present circumstances of the lands belonging to Columbia College in the North Eastern parts of this State and report ways and means to render them beneficial to the said College.

Accordingly Mr. Harpur, Mr. Hamilton and Mr. Lewis were appointed a Committee for that purpose.

On Motion of Mr. Harpur, *Resolved*, That the salary of Gasper Hart the present porter of Columbia College shall commence on the 22^d day of June 1784 that being the day on which he first took possession of the Lodge.

Then the Board adjourned to meet at the same place on Tuesday next at 6 o'clock in the afternoon.

At a Meeting of the Regents of the University of the State of New York at the Exchange the 4th of April, 1786.

PRESENT — *His Honor the MAYOR OF NEW YORK, President.*

Mr. ROGERS,

Mr. TREAT,

Mr. KISSAM,

Mr. GROS,

Mr. BARD,

Mr. MASON,

Mr. HARPUR,

Mr. HAMILTON,

Mr. SEIXAS,

Mr. PROVOST,

Mr. COCHRAN,

Mr. WILLIAMS.

On Motion of Dr. Rogers, *Resolved*, That the consideration of granting the Water lots belonging to Columbia College and the

and ready in pictorial expression, the results on the industries and culture of the nation can hardly be overestimated. I say — *if* this can be done. There may be some incredulity concerning this matter. If you will examine the work which is here exhibited, work from the Newton and Boston schools, you will find ocular demonstration of its practicability. All this work is regular school-work, not done for exhibition but as a regular part of weekly study. It begins with primary work and is all carefully labeled, showing the age of the pupil and the character of the work. Some of it is from copies, some from memory, some from dictation, and some of it is original design.

I would like to illustrate to you briefly the manner in which a dictation lesson is given, and show you, if I can, something of the interest which is attached to it. Some may feel inclined to follow me with the pencil. Draw a vertical line, divide it into three equal parts. Through the upper point of division draw a horizontal line as long as two of these parts, half upon one side of the vertical line, half upon the other. Connect the ends of these lines. A kite, the children say, and wait eagerly for the next. Having become acquainted with terms, the pupils will draw very elaborate figures, composed of straight and curved lines, from dictation, showing themselves able not only to draw from others' lines and from their own ideas but also from others' words.

You will find the work on exhibition showing advance not only in ease and readiness of execution (some of these drawings are time drawings) but in beauty of design. This is explained by the fact that while they have been copying to acquire skill and facility, the forms which they have copied have been selected from the most beautiful forms known. Passing from this stage of work, we find model drawing in outline, the first attempt to draw from the round or in other words from the solid. Geometrical solids are the best subjects for beginners, as they present the simplest forms.

The work exhibited from the High Schools comprises applied design and drawing from in the round in light and shade. These are the first attempts of the pupils, not drawn after long practice but done while learning. This applied design (and by this we mean design fitted to fill a certain space and for a certain purpose) opens a broad field which may be occupied not only by men but by women, and is particularly adapted to them. The designs here exhibited show in how many departments this is used. We have here designs for wall paper, for calico, for tiles, for lace, for fans, jewelry, china, etc. It does not always occur to us that beautiful

forms and beautiful decorations were necessarily drawn first, drawn from the picture in the mind of the designer, then wrought from that by workmen who had been trained sufficiently to read drawings. All of this is very beautifully illustrated by this collection of drawings, which are nothing but ordinary school work.

In all this, geometrical form is made the basis; the regular form is taken first and then the irregular which is founded on it, and this leads on to the highest culture. This geometrical basis annihilates, it is true, a good deal of sentimentality about art. A lady told me the other day how her art castles toppled down, when she learned that Eastman Johnson verified all his work by all the mechanical means which he could apply.

In teaching, lines, vertical, horizontal and oblique, are first taken up, then angles, triangles and quadrilaterals. The primary pupils are taught these and quickly find other use for the terms used than that made in the drawing lesson. A little six year old, the other day, while watching the preparation of a meal at home, said, "Mamma, you must cut the bread vertical." Another, on being asked to turn the damper to the stove, said "Which way do you want it, horizontal or vertical?"

A gentleman visiting the Syracuse schools, became extremely interested in the drawing classes in the primary grade, but was hardly inclined to believe that the children knew what they were doing. In one class, the lesson was a rhombus, which the pupils, six or seven years old, were drawing upon their slates and the blackboard. The visitor desired to test the children's knowledge and asked some questions.

"What are you drawing?"

"A rhombus."

"What is a rhombus?"

"A figure that has four equal sides, but its angles are not right angles."

"Where are the angles?"

The little boy pointed to them.

"Are they right angles?"

"No, because those two are larger than right angles, and those two are smaller."

"Well, now, if you make them right angles, what would you have?"

"Why, a square."

The visitor concluded that one, at least, understood what he was doing. In this work, there is no "slaughter of the innocents," for

The Committee appointed to see the Bye Laws of the late College of New York put into execution, as far as Circumstances would permit, &c. signified to the Board that they had considered the said laws, made such alterations therein as to them appeared necessary, and were ready to report. Which being agreed to, a sett of laws for the interior government of Columbia College were read by Paragraphs amended and agreed to, and were ordered to be recorded.

But it being suggested that those laws were somewhat imperfect as to style and composition, it was agreed by the Board that they should be delivered to the Professor of Rhetoric, which was accordingly done, and consequently could not be inserted in this place.

At a Meeting of the Regents of the University at the Assembly Chamber in the Exchange in New York, on Wednesday, the 6th day of April, 1785.

PRESENT — *The Honble* DAVID GELSTON Esq. Speaker of the Assembly,

<i>The</i> TREASURER,	<i>Dr.</i> JONES,
<i>The</i> SECRETARY,	<i>Mr.</i> GANO,
<i>Dr.</i> LIVINGSTON,	<i>Dr.</i> TREAT,
<i>Dr.</i> KUNZIE,	<i>Dr.</i> KISSAM,
<i>Mr.</i> GEOS,	<i>Dr.</i> BARD,
<i>Mr.</i> HAMILTON,	<i>Mr.</i> COCHRAN.
<i>Dr.</i> McKNIGHT,	

The Committee for preparing a plan of Education for the Students of Columbia College signifying that they were ready to report, were permitted and their plan considered and agreed to by the Board.

Agreeable to the appointment of the Vice-Chancellor, the Regents met at the Assembly Chamber in the Exchange in the City of New York, on Monday the 27th day of June, 1785.

PRESENT — *Mr.* SECRETARY OF THE STATE,

<i>Mr.</i> TREASURER,	<i>Mr.</i> GROSS,
<i>Mr.</i> SECRETARY,	<i>Dr.</i> COCHRAN,
<i>Dr.</i> LIVINGSTON,	<i>Mr.</i> TETARD,
<i>Dr.</i> ROMAINE,	<i>Dr.</i> CROSBY,
<i>Mr.</i> MASON,	<i>Mr.</i> COCHRAN.

The Vice-Chancellor being absent, the Secretary of the State being the member present, first nominated in the Act, was called to the Chair and took it accordingly.

It was then moved that Mr. Mayor Duane, Mr. Treasurer Livingston and Col^l Hamilton be a Committee to inspect the Charter of the late King's College relative to the power therein granted respecting

the leasing in fee or selling lots of land or Water Lots belonging to the said College.

The Petition of John Kingsland of this City praying a Grant in fee of a Water lot was read and committed to the same Committee.

Mr. Harpur acquainting the Board how a certain Jesse Brockway having applied to several of the Members for the purchase of a lott of land in Ulster County, the property of Columbia College by Conveyance from Edward Willett to the late Governors of the said College then called King's College, bearing date the 16th February 1775, who desired that an appraisement of the said land should be made under the direction of Gen^l James Clinton which being done and returned, and Mr. Brockway having deposited with Mr. Harpur a part of the purchase money, being willing to take the said land at the appraised value. It is submitted to the Regents for their approbation.

Whereupon, Ordered, That Mr. Brockway's Case be also committed to the Committee last aforesaid.

Ordered, That the Treasurer be and he is hereby authorized and required to pay Quarterly out of the Public monies he may have in his hands the Salaries of such Officers of the Corporation as now are or hereafter may be ascertained by the Resolutions of this Board without any warrant from the Chancellor for his so doing, any former resolution to the contrary notwithstanding.

Then the Board adjourned to meet at the same place on Thursday next at 4 o'clock in the afternoon.

The Regents met pursuant to Adjournment, Thursday the 30th June 1785.

PRESENT — THE MAYOR OF NEW YORK, President,

Mr. TREASURER,

Mr. SECRETARY,

Dr. ROGERS,

Mr. MASON,

Dr. GROS,

Mr. TETARD,

Mr. MOORE,

Mr. COCHRAN,

Dr. KUNZIE,

Mr. ROMAYNE,

The Examination of the Students of Columbia College being to be held on Monday next, and that day being the Anniversary of the Independence.

Ordered, That the said Examination be postponed until the Wednesday next following thereafter.

On representation of the Mayor that application had been made to him for leave to erect a House on the North East corner of the College Ground in this City for the reception of one of the Fire Engines,

Ordered, That leave be given accordingly.

On Motion, *Resolved*, That Mr. Gros, Dr. Kunzie, Mr. Moore, Dr. Rogers and Mr. Cochran be a Committee to revise the laws of Columbia College, and to report such amendments thereon as in their opinion will be necessary.

Resolved, That it shall be the duty of the Treasurer and Secretary to cause the Seal of this Corporation to be affixed to the Letter of Attorney directed to be transmitted for the recovery of the legacy bequeathed to the College by the late Major Edward Clark, and to such leases as the Committee of this Corporation are authorized to grant of the Grounds surrounding the College.

Then the Board adjourned till Tuesday next.

Tuesday the 5th July 1785.

The number of Members met being not sufficient to proceed to business, A Notification was given to the members in this City to meet on the 11th Instant.

At a meeting of the Regents at the Assembly Chamber in the Exchange in the City of New York Monday the 11th July, 1785.

PRESENT— *The* MAYOR OF NEW YORK, President,
The SECRETARY, *Dr.* COCHRAN,
Dr. LIVINGSTON, *Dr.* KUNZIE,
Dr. ROGERS, *Dr.* BARD,
Mr. GROS, *Dr.* CROSBY,
Mr. GANO, *Mr.* COCHRAN,

The Committee to whom it was referred to consider of a proper Salary to be allowed to the Messenger of University,

Report that they conceive £18 per Annum a proper compensation to Mr. Kip the present Messenger for his past services in that station, and at the same time recommend it to the Regents to unite this office in future with that of the Porter to Columbia College and that a Salary of £25 per annum be fixed to the two offices thus united.

Resolved, That the Professors in the said College inform Mr. Kip the Messenger, that from the time of his appointment to this day he is allowed at the rate of £18 per annum and for the time to come, should he choose to continue, that this Board will allow him at the rate of £12 per annum.

That the Treasurer advance to the said Professors a sum not exceeding £10 for defraying the contingent expenses of the said College, for which they are to account.

The Committee appointed to revise &c the Laws of the said College reported that they had considered of some amendments thereto, which being submitted were read, and the said laws and amendments proposed being fully considered and agreed to,

Resolved, that the Secretary cause 1000 Copies of the said laws with the Plan of Education annexed to be printed in Octavo, and that the Treasurer defray the expense thereof.¹

At a meeting of the Regents at the Exchange in the City of New York on Monday the 29th August 1785.

PRESENT — *Mr. HARPUR*, in the Chair, *Mr. MASON*,
 Dr. LIVINGSTON, *Mr. MOORE*,
 Dr. ROGERS, *Mr. HAMILTON*,
 Dr. COCHRAN, *Mr. COCHRAN*,
 Mr. SEIKAS, *Dr. BARD*,
 Dr. KUNZIE, *Mr. DONGAN*,
 Mr. GROSS, *Dr. ———*
 Mr. TETARD,

The Vice Chancellor being absent, and Mr. Harpur being the Member present first nominated in the Act was called to and took the Chair.

A letter from Mr. John Watts was read respecting the money in England belonging to Columbia College.

On Dr. Bard's motion,

Ordered, That a letter be written to Mr. Watts thanking him for the care and attention he has paid to the interest of the College in this instance and that Col. Hamilton and the Treasurer be a Committee for that purpose.

Also that Dr. Bard be added to the Committee of Repairs and that the said Committee take measures without delay to complete the repairs of Columbia College by contract.

That the Treasurer be ordered to draw for the money aforesaid, now in England, at such time and in such manner as he shall think most for the advantage of the Institution; so as the Bills he shall draw be payable within a period not exceeding six months from the date hereof.

That the making of the Porters Lodge comfortable be considered as a part of the repairs of the College, and that his Salary be and it is hereby fixed at twenty pounds per annum, to commence from the time of the opening of the said College in the preceding year.

Dr. Kuntz moved that the Board should take into consideration the propriety of annexing a Salary to the Professorship of Oriental Languages. On motion of Dr. Bard, the Board determined that the consideration of this question should be postponed to a future day.

¹ We have not seen a copy of this publication, but find it (or possibly a subsequent edition) mentioned in the Catalogue of the New York Historical Society, by this title and description: "The Statutes of Columbia College, in New York, 8 vo., pp. 14, and Plan of Education—broadside." We hope to be able to include a copy of this publication in our "Annals" of Columbia College.

Then the Board adjourned till Monday the 5th of September next at 6 o'clock in the afternoon to meet at the same place.

The Board of Regents met according to adjournment on Monday the 5th of September 1785, at the Exchange and removed to the House of Dr. Bard.

PRESENT — *Mr. TREASURER,* *Dr. ROMAYNE,*
Mr. SECRETARY, *Col. HAMILTON,*
Dr. ROGERS, *Dr. BARD,*
Mr. MASON, *Mr. COCHRAN,*
Mr. JAY,

The Vice-President being absent, and Mr. Treasurer Livingston being the member present next named in the Act was called to and took the Chair.

On Motion, *Resolved*, That Col. Hamilton, the Treasurer and Dr. Bard be a Committee to adopt such measures as they may think proper for the recovery of the money in the hands of Mr. Watts in London, and to indemnify all persons concerned, and that the Secretary be authorized to annex the Seal of this Corporation to such Instruments as the Committee shall think necessary.

Resolved, That the Treasurer advance to the Committee of Repairs such sums of money from time to time as they may require for the necessary repairs of Columbia College.

Resolved, That Mr. Gros, Dr. Bard and Mr. Cochran be a Committee to superintend the Stewardship of the said College, with power to draw upon the Treasury for a sum not exceeding Twenty pounds to be applied at the discretion of the said Committee.

At a Meeting of the Regents of the University, at the Exchange in the City of New York on Tuesday the 28th of February 1786.

PRESENT — *Lieu^t Gov^r CORTLANDT*, in the Chair,
The MAYOR OF NEW YORK, *Mr. I. LIVINGSTON,*
The TREASURER, *Mr. WISNER,*
The SECRETARY, *Mr. MOORE,*
Dr. ROGERS, *Dr. LIVINGSTON,*
Mr. MASON, *Dr. BARD,*
Dr. KUNZE, *Mr. COCHRAN,*
Mr. GROS, *Mr. JAY,*
Dr. COCHRAN, *Mr. LOCKWOOD,*
Dr. JONES, *Mr. PROVOST,*
Mr. L'HOMMEDIEU, *Mr. BEACH,*
Dr. ROMAYNE, *Col^d. HAMILTON,*
The SEC^y OF THE STATE, *Col^d. LEWIS,*
His Excell^t the Gov^r., *Genl. MORRIS,*

A letter from Dr. Moyes dated the 21st of January last signifying his resignation of the Offices to which he was appointed by this Corporation, was read, and his resignation accepted accordingly.

A letter from Mr. Richard Grant dated at Kingston the 23rd of October last was read, and considered, and thereupon,

Ordered, That an Exemplification under the Great Seal of this State, of Letters of Attorney from this Corporation, be forwarded to the said Richard Grant, authorizing and empowering him to receive the legacy bequeathed to them by the late Major Edward Clark, as also an Exemplification of the Act of the Legislature of this State entitled "An Act for granting certain privileges to the College heretofore called King's College, for altering the name and Charter thereof, and erecting an University within this State," passed the 1st day of May 1784.

The Report of the Committee for leasing certain lots of Ground belonging to Columbia College was read, and after some debates thereon, Mr Mason moved that the farther consideration thereof be postponed, and that in the meantime, a state of the Finances of the said College together with its Expenditures and Wants be laid before the Legislature at their present Meeting; to which the Board agreeing, Mr. Mayor, Mr. Jay, Col^l. Hamilton, Mr. Harpur and Dr. Bard were accordingly appointed a Committee for that purpose.

On Motion of D^r Livingston, *Ordered*, That a Committee be appointed to consider of Ways and Means of promoting literature throughout the State, and that D^r Livingston, D^r Rogers, M^r Mason, Gen^l Schuyler, M^r Peter W. Yates, M^r Brockholst Livingston, Gen^l Morris, M^r Wisner, M^r Haring, M^r James Livingston, M^r John, M^r Dongan, M^r Clarkson, M^r Townsend, M^r L'Hommedieu, and M^r Williams be a Committee for that purpose.

Ordered, That M^r Jay, M^r Hamilton and M^r Lewis, be a Committee to enquire into the circumstances respecting the tender made by M^r Robert O. Livingston of monies due this Corporation to M^r Lisenard the late Treasurer of King's College.

It being Suggested to the Board that M^r Tetard Professor of the French Language, is reported to have become insane and incapable of performing the duties of his Office, On Motion of M^r Hamilton,

Ordered, That a Committee be appointed to enquire into and report the situation of Mr. Tetard. And that D^r Bard, M^r Cochran, M^r Moore, M^r Gros, D^r Kenzie, D^r Cochran and D^r Jones, be a Committee, for that purpose.

M^r Duane nominated M^r John Kemp as Professor of Mathematics in Columbia College.

Then the Board adjourned till Tuesday next to meet at the same place at 5 o'clock in the afternoon.

At a Meeting of the Regents at the Exchange in the City of New York, on Wednesday, the 7th day of March, 1786.

PRESENT — *His Honor the* MAYOR OF NEW YORK, in the Chair.

<i>Mr. LIVINGSTON,</i>	<i>Mr. DONGAN,</i>
<i>Mr. MASON,</i>	<i>Mr. LIVINGSTON,</i>
<i>Mr. GROS,</i>	<i>Mr. LEWIS,</i>
<i>Mr. PROVOST,</i>	<i>The TREASURER,</i>
<i>Mr. PELL,</i>	<i>The SECRETARY,</i>
<i>Mr. WISNER,</i>	<i>Mr. McKNIGHT,</i>
<i>Mr. GANO,</i>	<i>Mr. CLARKSON,</i>
<i>Mr. L'HOMMEDIEU,</i>	<i>Mr. KISSAM,</i>
<i>Mr. SECRETARY OF THE STATE.</i>	<i>Mr. VANDERBILT,</i>
<i>Mr. RUSSELL,</i>	<i>Mr. COCHRAN,</i>
<i>Mr. JONES,</i>	<i>Mr. BARD,</i>
<i>Mr. SPEAKER,</i>	<i>Mr. COCHRAN,</i>

On Motion of Mr. Lewis, seconded by Mr. Gros,

Ordered, That a Committee be appointed to revise the By-Laws, and to report such amendments as they may conceive necessary for the internal Government of Columbia College, and that Mr. Lewis, Dr. Bard, Mr. Gros, Mr. Cochran, and Gen^l. Morris or any three of them be a Committee for that purpose.

Then the Board adjourned to meet at the same place on Tuesday next at 6 o'clock in the afternoon.

At a Meeting of the Regents of the University of the State of New York at the Exchange in the City of New York on Tuesday the 14th of March 1786 at 6 o'clock P. M.

PRESENT — *The Hon^{ble}* PIERRE V. CORTLAND, Esquire, *President,*

<i>Dr. DUANE,</i>	<i>Dr. BEACH,</i>
<i>Dr. CLARKSON,</i>	<i>Dr. COCHRAN,</i>
<i>Dr. LIVINGSTON,</i>	<i>Dr. BARD,</i>
<i>Dr. HARPUR,</i>	<i>Dr. RUSSELL.</i>

It being inconvenient for the Regents to proceed to business this Evening at this place, the Board adjourned to meet immediately in the Senate Chamber.

At a Meeting of the Regents in the Senate Chamber on Tuesday, the 14th March 1786 at 7 o'clock P. M.